DOCUMENT RESUME

ED 304 615 CG 021 488

TITLE	Performance Appraisal Guidelines for Student Services Personnel.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	88
NOTE	230p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Personnel Evaluation; *Pupil Personnel Services; *Pupil Personnel Workers; School Counselors; School Psychologists; School Social Workers

ABSTRACT

This handbook is designed to assist local school systems in establishing and implementing an appropriate and effective appraisal system for student services professionals. The handbook includes job functions and competencies mandated by the North Carolina State Board of Education for three student service areas, suggested types of evaluative data and methods for collecting the data, performance appraisal procedures, and sample forms and instruments to assist in data collection. While accountability is an obvious and required aspect of employee performance appraisal, this handbook fosters a performance appraisal orientation that facilitates professional growth of the employee through supportive training, mentoring and supervision. A brief historical perspective on evaluation of student services professionals, basic considerations in evaluation, measures of effectiveness, the performance appraisal process, and suggested criteria for rating scale decisions are discussed. A performance appraisal instrument, sample evidence, suggested data collection methods by competencies, and sample forms and criteria are provided for each category of student services professionals: school counselors, school psychologists, and school social workers . (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED304615

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. Brimback

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY

ACKNOWLEDGEMENTS

Performance appraisal of educators requires an ongoing team effort of all who can contribute to the process. In this spirit, the Divisions of Student Services and Personnel Relations have jointly spearheaded the development of this handbook - an effort led specifically by Carolyn Cobb, Jack Schmidt, and Dennis Stacey. These divisions have invited further input into the handbook from the 10 school units that are piloting initial certification procedures for student services staff, in cooperation with the Division of Teacher Education.

Future use of this handbook will likely result in revisions to it, especially in the form of additions to and refinements of the sample data collection forms. It is hoped that another significant step has been taken toward acknowledging and strengthening the contributions of student services professionals to our schools.

PREFACE

Performance appraisal is required for all certified school personnel in North Carolina. The job descriptions and performance appraisal instruments for student services professionals (i.e., school counselors, school psychologists, school social workers) were revised in July, 1987. The unique functions of student services professionals necessitate that performance appraisal procedures differ from those required for teachers.

A comprehensive performance appraisal system should address the joint purposes of summative evaluation (i.e., assessing job performance) and formative evaluation (i.e., promoting and supporting professional growth and development). Such a system requires a clear description of what is to be evaluated, who is qualified to do the evaluation, and how the evaluation is to be implemented. It consists of clearly defined job functions and competencies, supported by sample evidences and/or behavioral indicators. It utilizes evaluators who are knowledgeable of the job functions in question and competent to obtain and analyze evaluative data related to those functions. Furthermore, a performance appraisal system incorporates appropriate mechanisms for the ongoing professional development of employees.

This handbook is designed to assist local school systems in establishing and implementing an appropriate and effective performance appraisal system for student services professionals. The handbook includes job functions and competencies mandated by the State Board of Education for three student services areas, suggested types of evaluative data and methods for collecting the data, performance appraisal procedures, and sample forms and instruments to assist in data collection. While accountability is an obvious and required aspect of employee performance appraisal, this handbook fosters a performance appraisal orientation that facilitates professional growth of the employee through supportive training, mentoring and supervision.

PERFORMANCE APPRAISAL GUIDELINES FOR

STUDENT SERVICES PROFESSIONALS:

A HANDBOOK

		Page
SECTION I.	OVERVIEW OF PERFORMANCE APPRAISAL FOR STUDENT SERVICES PROFESSIONALS	
	A. A BRIEF HISTORICAL PERSPECTIVE . Initial Stages . Current Instruments . Development of Functions and Competencies	I - 1
	B. BASIC CONSIDERATIONS IN EVALUATION . Purposes of Evaluation . Underlying Principles of Evaluation . Performance Appraisal Questions: What, Who, How?	I - 4
	C. MEASURES OF EFFECTIVENESS: METHODS OF DATA COLLECTION	I - 9
	D. THE PERFORMANCE APPRAISAL PROCESS	I - 14
	E. SUGGESTED CRITERIA FOR RATING SCALE DECISIONS	I - 16
SECTION II.	SCHOOL COUNSELORS	
	A. Performance Appraisal Instrument	II - 1
	B. Sample Evidences	II - 9
	C. Suggested Data Collection Methods by Competencies	II - 18
	D. Sample Forms and Criteria	II - 26
SECTION III.	SCHOOL PSYCHOLOGISTS	
	A. Performance Appraisal Instrument	III - 1
	B. Sample Evidences	III - 11
	C. Suggested Data Collection Methods by Competencies	III - 23
	D. Sample Forms and Criteria	III - 28
SECTION IV.	SCHOOL SOCIAL WORKERS	
	A. Performance Appraisal Instrument	IV - 1
	B. Sample Evidences	IV - 10
	C. Suggested Data Collection Methods by Competencies	IV - 18
	D. Plan for Developing Sample Forms/Criteria	IV - 23

SECTION I

OVERVIEW OF PERFORMANCE APPRAISAL

FOR

STUDENT SERVICES PROFESSIONALS

A.

A BRIEF HISTORICAL PERSPECTIVE

Initial Stages

The State began its involvement in developing job descriptions and performance appraisal systems for certified school personnel in 1980. In 1979, the General Assembly of North Carolina stipulated that "the State Board of Education (SBE), in consultation with local boards . . ., shall develop uniform performance standards and criteria to be used in evaluating professional public school employees. . . (and) rules and regulations to insure the use of these standards and criteria in the employee evaluation process" (currently G. S. 115-326(c)). Following ratification of this legislation, the State Department of Public Instruction (SDPI) and the SBE sponsored the development of job competencies or practices (i.e. standards) for teachers and other certified personnel. A pilot test of these standards, as well as training of personnel in their use, was conducted in 24 school systems during the 1981-82 school year. Additional validation studies resulted in an official performance appraisal instrument for teachers, which was then piloted statewide.

During 1982-83, task forces (consisting of practitioners, university faculty, school administrators, and teachers) were created for each of the student services areas. As with other areas, job descriptions and standards were developed through a consensus process for school counselors, school psychologists, and school social workers. In an attempt to validate these standards, practitioners were asked to review the performance appraisal instruments (PAI) with regard to the importance of each standard or competency. One difficulty of this approach for school psychologists and school social workers involved the limited numbers of such professionals at that time and, consequently, the limited roles these professionals had in many school systems. A factor analysis of the survey responses which were obtained resulted in reorganization of the recommended job functions and competencies. Although statistically based, this reorganization of the psychologists' and social workers' PAIs was generally considered less appropriate from the view of the practitioners themselves. Consistent with the efforts for teachers, a performance appraisal handbook and recommended appraisal process were developed to accompany each of the student services PAIs. Regional training sessions took place in the Spring of 1983.

Recognizing the need for a more empirically-based teacher performance appraisal instrument, the SDPI in 1983 authorized the School of Education, University of North Carolina at Chapel Hill to identify effective teaching practices from established research. This study resulted in a revised PAI consisting of 5 job functions and 28 practices related to classroom instruction. The SDPI added three more major functions embodying 10 practices which are not as directly observable or as researched-based as the first five functions. This revised instrument was piloted in 39 school systems during the 1985-86 and 1986-87 school years. This PAI is now mandated for use with teachers in all North Carolina school units.

A second pilot effort involved beginning teachers. A program piloted in 20 school systems led to a formalized Initial Certification Program (ICP) for all certified personnel beginning in January, 1985. The purpose of this program is to establish a two-year period of development (probation) for certified school personnel, as well as a support system to facilitate the employee's development. During these two years, the beginning employee would have to meet comparable standards for both ICP and continuing employment purposes. For teachers, ICP standards of performance consisted of the five research-based job functions related to classroom instruction, while standards for continuing employment incorporated all eight job functions of the PAI for teachers. In short, entry and continuation in the profession has become a more rigorous process from both a developmental and an operational standpoint.

The Current Instruments

Revision of job descriptions and performance appraisal instruments for student services personnel evolved from the need to develop required initial certification functions, competencies, and procedures. In December, 1985, a Student Services Committee was formed to develop essential functions and competencies for initially certified personnel in the student services professions. Subcommittees for each area (counseling, psychology, social work) consisted of practitioners, university faculty, and Department of Public Instruction consultants. The committees worked through June, 1986 to draft essential competencies for each student services area and identify components of appropriate support and mentoring processes and procedures. Members of the Student Services Committee were:

Sandra Peace, Elementary Counselor, Wake County Schools
Linda Taylor, Secondary Counselor, Rocky Mount City Schools
Robert Iddings, Director, School Counseling, Greensboro City Schools
Dr. Glenda Hubbard, Professor, Department of Counselor Education and Research Appalachian State University
Dr. Don Locke, Chair, Counselor Education, NC State University
Brenda Nixon, Coordinator, School Social Work, Cumberland County Schools
Dr. John Ball, Professor, School Social Work Program, East Carolina University
Michael Booher, Lead Psychologist, Greensboro City Schools
Dr. Sally Ward, Director, Student Services, Moore County Schools
Dr. Nancy Kreykenbohm, Coordinator, Psychological Services, New Hanover County Schools
Dr. John Brantley, Coordinator, School Psychology Program, University of North Carolina - Chapel Hill
Dr. William Erchul, Professor, School Psychology, NC State University
Dwight Whitted, Coordinator, School Social Work, State Department of Public Instruction
Dr. Carolyn T. Cobb, Coordinator, School Psychology, State Department of Public Instruction
Dr. John J. Schmidt, Coordinator, School Counseling, State Department of Public Instruction
Dr. Cynthia Howard, Consultant, School Psychology, State Department of Public Instruction
Jack Knox, Consultant, School Counseling, State Department of Public Instruction

Development of Functions and Competencies

The Student Services Committee first reviewed published research and professional literature in an effort to identify empirical bases for competencies in the respective student services areas. The literature yielded little, if any, empirical support for specific competencies. As a result, the committee chose a conceptual framework that seemed most appropriate for describing essential competencies - the recently developed body of knowledge related to effective schools and learning. Additional considerations included the state standards for university training programs, the existing performance appraisal instruments, and emerging skills and changes in practice as identified in the professional and research literature for each student service specialty. Effort was made to develop competencies that would reflect current practice, as well as allow for growth for the individual and the professions.

By June, 1986, each subcommittee agreed that the essential competencies for the initially certified personnel were also applicable to the continuing certification and employment of student services personnel. As was the case for teachers, several other competencies were added to the initial certification competencies for performance appraisal of employees with continuing certification. The Division of Student Services staff continued to refine the functions and competencies in consultation with the Division of Personnel Relations staff, as well as other student services professionals. Final job descriptions, functions, and competencies were adopted by the State Board in July, 1987.

B.

BASIC CONSIDERATIONS IN EVALUATION

Purposes of Performance Appraisal

The purpose of a performance appraisal system (PAS) is twofold: (1) to evaluate job performance - i.e., summative appraisal and (2) to contribute to each employee's professional growth and development - i.e., formative appraisal. Summative evaluation looks retrospectively at job performance following a period of time in which the job has been carried out. Based on a summative appraisal, employment decisions (e.g., tenure, promotion, continuing certification) about the employee can be made. When most people speak of performance appraisal or evaluation, they typically are referring to summative appraisal. Formative performance evaluation seeks to assist employees with professional growth and development in an ongoing manner, so that they become more effective in their jobs, and thus contribute to the overall effectiveness of the work organization.

Traditionally, managers have attempted to accomplish both purposes through a single evaluation system. Some people maintain that the two purposes are incompatible, whether it be on theoretical or practical grounds. Arguments around the incompatibility of purposes are subtle. While formative evaluation is used primarily to enhance an employee's job performance and professional development in the context of the work organization, summative evaluation serves to allow the organization to continue to operate and maintain itself. From the standpoint of summative evaluation alone, an employee's attainment of personal and professional goals becomes an indirect or secondary outcome. From a practical standpoint, it can be argued that the supervisors or mentors who assist employees with professional and job improvement potentially are placed in a loyalty bind (between the organization and the employee) if they are also involved in summative appraisal. By the same token employees are placed in the untenable position of being open and potentially vulnerable with the same parties who will later make decisions about their employment status, thus possibly discouraging the honest sharing of needs and weaknesses.

One implication of viewing these two purposes of performance appraisal as incompatible is that separate processes or structures would have to exist for each appraisal purpose, an unwieldy situation for most school systems. However, it is suggested that the two purposes do not need to be conceptualized as antithetical. Although summative appraisal is critical for organizational accountability and development, formative appraisal can also receive ongoing emphasis and consideration in the life of the organization. In short, formative evaluation can contribute to summative evaluation ends by enhancing each employee's job performance. Enhanced job performance can result in greater organizational effectiveness, as well as more favorable summative appraisals.

Another way of viewing this interaction is depicted in Figure 1. This figure includes three elements of effective job performance (Boyatzis, 1982): (a) specific actions (which implies personal characteristics or abilities), (b) specific outcomes required by the job (demands), and (c) consistency with the organizational environment.

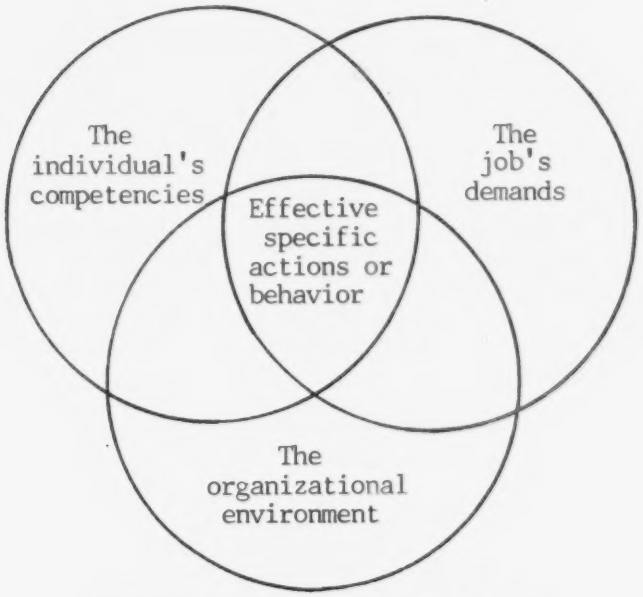


Figure 1. Interactive Model of Effective Job Performance

Boyatzis defines effective job performance as:

> ... the attainment of specific results (i.e., outcomes) required by the job through specific actions while maintaining or being consistent with policies, procedures, and conditions of the organizational environment (p.12). Thus the most consistent effective job performance will occur when the three components fit together.

In this model, job demands may be viewed as what a person is expected to do. The organizational environment shapes how the job might be done. Individual competencies refer to what a person is capable of doing and why the person may act in a certain way (Holdzdom, 1985).

In seeing both purposes of formative and summative evaluation, the job can be conceptualized as a link between employees (with all of their unique professional needs and aspirations) and the sponsoring organization (with its needs to accomplish its mission). It is through specific job performance that employees can best express and improve themselves, while making contributions to the work organization which makes their jobs possible.

Thus, attention to and nurturance of an employee's job per se can benefit both the employee and the organization. Given this focus, any formative approach -- training, mentoring, supervision -- needs to be planned and implemented ultimately with regard to enhancing each employee's job functions and improving overall performance. Such a focus does not preclude a supportive approach to employee development, but requires that the ultimate goal, focus, or outcome of such intervention be the employee's actual job parameters or performance. Summative evaluation, in this scheme, is enabled through the collective consideration of the results of multiple formative evaluations, which are translated into ratings on the designated performance appraisal instrument.

Underlying Principles of Evaluation

Some underlying principles or assumptions about evaluation are relevant to the performance appraisal system recommended in this document.

. Emphasis on formative evaluation. Successful outcomes for the organization will be compromised unless the development of all employees is nurtured through their respective roles.

. Formative evaluation as an ongoing and interactive process. Formative evaluation does not stop with feedback on a work sample and recommendations or plans for performance improvement. A mentor or supervisor also has the responsibility of following up with the employee's applications of recommendations and offering whatever coaching might be indicated. These follow-up contacts represent continued opportunities for nurturance of improvement, as well as informal performance evaluation. In order to adhere mimimally to this concept, the basic evaluation cycle requires that an employee be formatively evaluated at least three times a year, preferably once in each of the first three quarters.

. Mutual planning and collaboration between employee and supervisor. Employees must be partners with their mentors or supervisors in the process of evaluating and improving their work performance. Collaboration begins at the beginning of the evaluation cycle with mutual understanding of job functions and competencies to be evaluated during that cycle. Involvement and investment of employees in the appraisal of their performance facilitates the objective of ongoing self-evaluation and improvement. In addition, supervisors of an employee can elicit potentially valuable insights into employee performance, because the employee is often the best possible resource as to what he/she has accomplished.

. Supervisors facilitate professional growth. Evaluation of performance should emphasize professional growth, in addition to accountability to the employing organization. Ultimately, employees are responsible for success in their jobs and related professional growth and development. It is the supervisor's responsibility to structure performance appraisal in a way that maximizes the employee's willingness and ability to influence that success. Professional development plans should be developed jointly by the supervisor and the employee. These plans should include goals that involve higher levels of performance and/or areas of special interest, as well as areas of deficit performance.

Basic Performance Appraisal Questions: What, Who, How?

There are essentially three "questions" or decisions regarding performance appraisal:

. What will be evaluated?

. Who will evaluate it?

. How will it be evaluated?

WHAT. In the case of counselors, psychologists, and social workers in the schools, what is defined by the job standards (i.e. functions and competencies) delineated in the respective performance appraisal instruments. Competencies or practices for all three professional specialities are deemed to represent essential and desired roles needed to provide comprehensive services to all students.

Functions and competencies may be modified for school psychologists and school social workers, as necessary, to apply to particular local needs and to existing staffing ratios. Competencies may be modified for counselors, but all six functions must apply. School systems should work toward adequate staffing so that all job functions eventually may be addressed for all employed student services specialists.

WHO. The appropriate person to evaluate various job functions and competencies will vary according to who has access to the employee's performance and who has the technical background or training to evaluate the specified competencies.

The evaluator of any given function and/or competency ideally should be trained in the area of practice under consideration. Because of this caveat and the technical nature of much of these jobs, the "who" aspect of evaluating student services professionals often presents some special challenges.

Two basic types of supervision and evaluation are: (1) administrative and (2) technical/clinical. Administrative evaluation includes monitoring of an individual's: (a) overall work schedule and objectives/activities, (b) relationship to school system programs and goals, and (c) effectiveness from multiple perspectives. Administrative evaluation should be done by the immediate supervisor. This supervisor may utilize multiple sources of data and feedback from others.

Clinical or professional supervision may be thought of as technical evaluation. Clinical supervision and evaluation should involve an evaluator who understands the specific behaviors or practices related to the competency in question. Certain functions of counselors, psychologists, and social workers require specialized training (e.g., assessment, counseling, consultation). These practices should include evaluation by a professional trained and certified in the same field as the employee. For example, only a school psychologist peer/supervisor should evaluate the technical aspects of administering and interpreting assessment procedures utilized by a school psychologist. If an appropriate student services worker with the same formal training and certification cannot be found, an alternative may be to utilize

another student services professional who has some training in the particular function area in question. For example, a school counselor may help to evaluate a school psychologist's or a school social worker's skills at counseling students. Another example would be a school psychologist helping to evaluate or supervise a school counselor's performance in student appraisal functions.

The outline of suggested data collection methods for evaluating each professional specialty (See Sections II, III, IV) includes recommendations about which competencies necessitate evaluation by someone with appropriate training and certification. It should be noted that while other educators and/or consumers can and should provide useful feedback about job functions, they usually cannot provide the technical evaluation or supervision to assist with professional development of specific skills, processes, or techniques.

HOW. This Handbook is designed to address the how of, or procedures for, evaluating student services professionals. The functions of student services professionals are performed in various settings and are targeted to a variety of client groups. The nature of their job functions requires multiple data collection procedures (see Section I.C.) across many different services. The general evaluation process (Section I.D.) should conform as much as possible to that required for all school personnel, with special adaptations and considerations used as necessary for the specialized aspects of student services providers' jobs.

There are essentially three categories of data that are collected for appraisal purposes: enumerative, process, and outcome.

. Enumerative (accounting) data are quantitative in nature, and reflect the frequency of various job activities and/or the amount or percent of time spent in different activities. Generally, no judgments are made about the quality of service per se. Enumerative data may relate to job efficiency or the extent to which specified job functions are addressed. The question which this type of data best addresses is: "What job functions were performed, and to what extent?"

. Process data are used to review the quality of services being provided and how well job functions are performed. Processes are evaluated directly by trained observers or indirectly through feedback from consumers or interviews with the student services professional. The question which this type of data best addresses is: "How appropriately or well were job functions carried out?"

. Outcome data examine the ultimate effectiveness of services delivered by the student services professional. Indirect outcome evaluation may be approached by examining consumer satisfaction. Actual behavior change on the part of the client is the ideal outcome measure, but it is more difficult to measure and assess. The question which this type of data best addresses is: What was accomplished by the job function which was carried out?

C.

MEASURES OF JOB EFFECTIVENESS: METHODS OF DATA COLLECTION

The job functions of student services personnel are performed in many different settings, across several client groups, and with a variety of purposes. As such, these job functions and competencies differ significantly from that of classroom teachers, whose major functions, for the most part, are performed in one setting -- the classroom, with a primary audience - students, and with a primary purpose -- instruction.

While observation is emphasized as the primary method of data collection for appraising teachers' performance, it is only one of many possible methods of data collection for student services professionals. A single observation of a teacher carrying out a classroom lesson can provide an evaluator with sufficient data to assess several teacher functions and competencies. This is often not the case for student services professionals. One observation might provide data pertaining to only one major function area or competency. On the other hand, it may be difficult to assess the performance of a particular competency in a single observation. For example, consulting with a teacher or parent may occur over a period of time, so that one observation of a single conference would not provide adequate information to assess the development of the consulting relationship, stages of the consulting process, or consultation outcomes.

Because of the nature of the job functions of student services professionals, multiple methods or samplings of data collection for performance appraisal are necessary. This section is designed to identify several methods of data collection that are appropriate for the performance appraisal of student services professionals. While several procedures are described, they are not necessarily inclusive of nor appropriate for all job functions. They are suggested as a basis for planning with student services professionals how their job performance can be most appropriately and comprehensively evaluated.

Much of the data and information necessary to evaluate a student services professional can be collected and maintained by the evaluatee (e.g., logos, reports, survey feedback, ratings of inservice). In addition, many job functions are observed on a day-to-day basis and provide the opportunity for supervisor documentation.

Observation

Formal and informal observations are appropriate for many job functions and competencies of student services professionals. "Formal" observations are preplanned (announced or unannounced) visits that are designed specifically for the purpose of collecting and documenting performance appraisal data. "Informal" observations refer to ongoing, and sometimes incidental, observations which, though unscheduled, serve to provide data on major functions and competencies. Data from both informal and formal observations should be noted, maintained, and ultimately considered and integrated by the evaluator.

There are certain student services functions for which observation should be used reluctantly, if at all. To do so might violate the professional service or relationship in progress. For example, observing individual counseling, individual assessment, or some parent conferences could be viewed as an intrusion into the dynamics of the professional process, as well as into the confidential nature of the relationship.

Observation of a counseling session should never be done without the prior consent and preparation of the counselee. For young children who may not understand the implications of consent, parental permission to observe a child's counseling session may be advisable. For these reasons, observation of a counseling session should be used only as a last resort after exploring other avenues for evaluating these competencies (e.g. simulations and audio/video tapes).

Observation of individual assessment sessions risks jeopardizing carefully standardized testing procedures. The influence of a third party on the assessment process would be uncertain at best. Because results of assessments often have considerable implication for students and their placement in the educational program, every assessment situation should be structured to help maximize and not jeopardize student performance. Nevertheless, it is important to evaluate the assessment skills of student services professionals. As with the observation of counseling, alternative methods, such as simulations and videotapes, may be the most appropriate methods to assess these skills. If direct observation is deemed necessary, however, the examinee should give prior approval and be carefully prepared.

Consulting functions and competencies can usually be appropriately assessed by observation. For example, an evaluator could observe a student services professional consulting with school staff or leading a parent-teacher conference to assess specific consulting skills and techniques. At times, however, consulting relationships do touch on sensitive and confidential issues that probably should not be observed by a third party.

One procedure found useful in conducting observation of sensitive or confidential job functions is to have a pre-arranged signal that the student services professional can give to the observer when the observation appears to interfere with the progress of the session. When such a signal is given, the observer should leave the session quietly, and follow up later with the school counselor, psychologist, or social worker to determine why the decision to terminate the observation was made. Thus, even this situation provides an opportunity to evaluate the student services professional's judgment and decision-making skills about the competency or job function in question.

Review of Tapes

Many of the functions and competencies for student services professionals can be assessed by listening to and viewing audio or video tapes of sessions with clients. It is recommended that evaluators who review tapes be highly trained in the competencies and skills being assessed. Some type of rating form may need to be developed for the evaluator to focus on the specific skills and techniques being assessed (see sample forms in sections II, III, and IV).

Prior permission should be received from the client before a tape is made, and the client should be informed about how the tape will be used. In addition, it is recommended that the tape be destroyed immediately after the evaluator reviews it and processes it with the employee. Only the evaluator's notes and rating forms should be retained for summative feedback and conferences.

Interviews

Evaluators can learn much about the performance of student services professionals by interviewing them about job activities or specific cases they have been handling. For example, an evaluator who is highly trained in counseling could interview a school counselor about a specific client the counselor has been seeing in individual counseling. If interviews occur with reference to the same case over a period of time, the evaluator may be able to assess the overall helping relationship and the progress that has been made. Such interviews will not allow the evaluator to directly assess the professional's actual use of specific skills and techniques, but they may provide data to help evaluate the overall effectiveness of a particular function and shed further light on the professional's decision-making skills and professional judgment.

Simulations

If observation or taping of job functions is not deemed appropriate or practical, evaluators might collect data by observing simulated activities. For example, a school psychologist might administer a test to another adult or to a student without that test having any purpose or meaning for the student. Administration of a test under such conditions would still require use of standardized administration procedures that could be evaluated. Similarly, the student services professional might role-play the handling of a crisis situation, counseling session, etc. in order to demonstrate use of specific skills.

Review of Work Products

Student services professionals carry out many functions and competencies that involve the completion of work products. They write reports, compile resource lists, publish handbooks, develop and/or evaluate programs, and produce other documents that can be reviewed and evaluated. For example, a teacher handbook about child abuse and neglect developed by a school social worker could be reviewed and evaluated. As another example, assessment reports could be reviewed according to criteria reflected in the job function of assessment.

Schedules and Time Logs

Another form of performance appraisal data consists of examining work schedules and time records. This review enables the evaluator to assess how the counselor, psychologist, or social worker is using or managing his or her time. Although these reviews do not help to determine the effectiveness or "quality" of services, they can assess the "quantity" of specific services and whether or not there is a balance of services to address all the program goals and objectives. When counselors, psychologists, and social workers spend an inordinate amount of time in one function area, some explanation is needed. Sources of restricted role function include narrow program goals and objectives, limited staffing resources, need for additional skills and professional growth on the part of the student services professionals and/or poor use of time.

Records of Interventions

Job performance of student service professionals can be assessed, in part, by examining the types and appropriateness of interventions chosen by a counselor, psychologist, or social worker relative to the concerns, problems, or issues identified by the client. Records of interventions might indicate specific interventions developed and the needs that they address, the extent to which those interventions were appropriately implemented (either by the student services professional or others), and the outcomes of those interventions. These records would span a period of time over which the intervention process was implemented and monitored and could include indirect (e.g., consultation) and direct (e.g., counseling) interventions. Evaluators need to have sufficient training and knowledge of intervention strategies to make adequate judgements about these processes.

Outcome Measures

Examining the outcomes of interventions is a difficult but important way to assess the professional skill inherent in developing and implementing interventions. Effectiveness is determined by ascertaining whether actual behavior change occurred on the part of the client as a result of the intervention(s). Theoretically, correct or effective implementation of appropriate interventions should result in successful outcomes. However, successful outcomes do not necessarily equate to appropriate or effective interventions, just as unsuccessful outcomes do not always indicate inappropriate or ineffective interventions. There can be many intervening variables that influence outcomes. For example, planned interventions might actually be carried out by others with whom the professional has consulted. Even when records indicate the interventions were not carried out by others as planned, however, the evaluator might examine the consultation and support process used by the student services professional, as well as the specific interventions developed.

Another caution is that successful student outcomes do not always mean that appropriate interventions were used. This is particularly so if questionable or unethical practices have been applied. The ends do not necessarily justify the means. For this reason, the evaluator should be knowledgeable about the professional ethics and practices for the student services professional being evaluated.

Although the limitations and difficulties of collecting outcome data have been noted, the outcomes of services are extremely important in determining one's effectiveness and some attempt should be made to consider them. Outcomes, while usually conceptualized as changes in student behavior, also may be considered in terms of services to parents, teachers, or other educators. Suggested ways of looking at outcomes are provided in the school psychology and school counseling sections on data collection methods.

Consumer and Incidental Feedback

Additional performance appraisal data can also be gathered in the form of feedback from client groups (e.g., students, parents, school staff) who use the services of the psychologist, counselor or social worker. This feedback on services received can be collected through surveys or interviews

of clients. Opportunities to collect incidental feedback often occur when the supervisor comes into contact with various clients of the professional. Incidental feedback may be useful data about aspects of the professional's work, but it should be carefully documented if used in determining the employee's effectiveness.

D.

THE PERFORMANCE APPRAISAL PROCESS

Clear communication between the student services professional and the evaluator(s) is fundamental to the success of a performance appraisal system. All stages of the performance appraisal process should be understood and jointly planned early in the school year.

Planning

Because the major functions for each of the student services areas collectively comprise a comprehensive program of services, it is essential that evaluators consider each of the major function areas with their evaluatees in delineating their job descriptions and priorities for any evaluation period. Agreement should be reached regarding the emphasis to be placed on the various functions during the year. Furthermore, planning should specify which competencies will be emphasized in addressing each major function area. Planning should also address: evaluation strategies, timelines for collecting data, scheduling of evaluative conferences, and designing a professional development plan.

Evaluative Procedures

Evaluators and the student services personnel should discuss and agree on the most appropriate methods of collecting data to measure professional performance in the function areas addressed. Depending on the job competencies being evaluated, consideration must also be given to the number and kinds of data sampling which are in order, and a time frame for acquiring this data. At a minimum, each student services professional should be involved in an evaluative procedure on at least three (3) occasions during each school year. A comprehensive evaluative procedure should be conducted during each of the following three (3) time periods.

- Before October 30
- Between October 30 - January 15
- After January 15

In the student service professions, there are a variety of methods to collect performance appraisal data (see the section titled "Methods of Data Collection"). When data collection strategies are decided, a determination will need to be made about potential evaluators who are most qualified to acquire the data and appraise the employee's performance in a given area. In some instances it may be appropriate for the primary evaluator to seek assistance from another professional who is highly trained in a particular major function area or specific competency in question. This consideration holds for either the collection, interpretation, or analysis of the performance appraisal data.

Feedback Conference

During the school year, performance appraisal takes place in the context of a series of data collection activities and subsequent feedback sessions with the student services professional. The goal of such conferences is to train

professionals who are self-evaluating and self-directing. This is best accomplished by insuring that the employee participates in and shares responsibility for his performance appraisal and professional development. Toward this end, a face-to-face conference with the evaluated employee, in which he/she has a full opportunity to participate, should culminate each evaluation cycle.

Professional Development Plan

Data collected from evaluative strategies and shared in feedback conferences are used to design a professional development plan (PDP) for the student services worker. This plan should be developed collaboratively by the student services professional and the evaluator(s) early in the evaluation cycle, with revisions made as data continue to be collected. It should emphasize professional growth and development and focus on the acquisition or improvement of specific skills. A professional development plan includes long and short range goals, specific strategies for achieving goals, timelines, resource requirements, and assessment procedures or evidences of completion. PDP's can be developed and revised at any point during the evaluation period. Minimally, an employee ought to have some professional development goals in place for the majority of the evaluation period, and optimally, a number of opportunities to gauge progress toward these goals. Integrating a review and update of one's PDP into formative evaluation conferences would offer a systematic means of meeting this purpose.

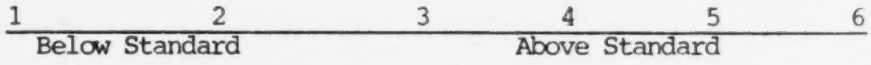
Summative Conference

Each student services professional must have a summative conference with his/her supervisor at the end of each contract year. The conference should summarize the employee's performance and include the evaluator's ratings of designated major functions from the peformance appraisal instrument. In conducting the summative conference, the evaluator will want to consider all the data collected through formative (formal and informal) evaluative procedure during the school year. Summative ratings must be justified by adequate and appropriate data in all cases.

E.

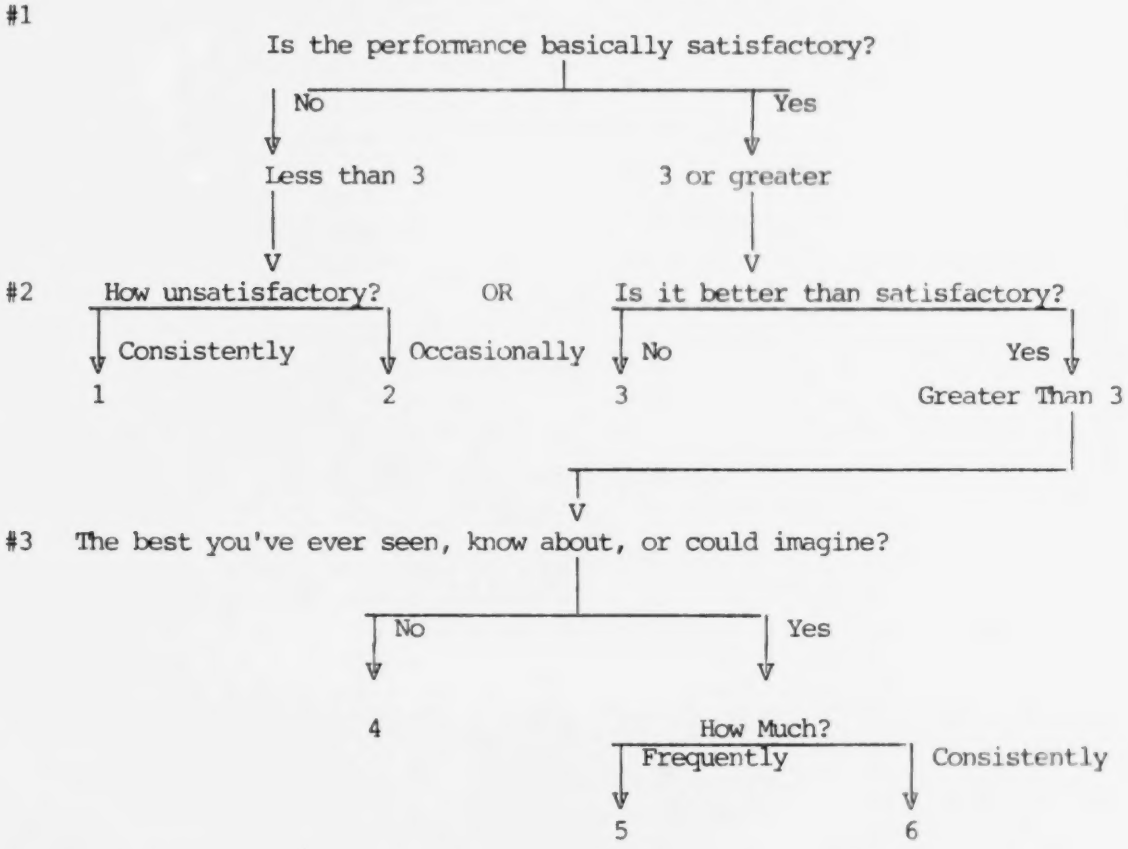
SUGGESTED CRITERIA FOR RATING SCALE DECISIONS

As a basis for these criteria, a rationale for the 6-point rating scale and its application will be presented. Were it an equal-interval scale, a 6-point scale would not have a natural midpoint. However, it is conceivable to construe the scale so that scale position 3 is the midpoint, flanked on either side by equal-interval scales of different sizes:



In short, such a scale permits or necessitates a finer discrimination of above standard than below standard performance.

Application of this scale might be accomplished using a "decision-tree" model. This approach utilizes a three-stage decision making process, as follows:



Thus, by responding to each of the three decision questions cited above, an evaluator should reasonably be able to rate any aspect of job performance using the 6-point rating scale.

Inherent in the above discussion is the assumption that performance can be rated "at standard" (or minimally acceptable), above standard, or below standard. In an effort to provide further guidance on making these basic distinctions in the quality of job performance, the following generic criteria are offered. For convenience sake, the criteria are proposed under the broad headings of the job components of planning, implementing, and evaluating services. To apply the criteria, the evaluator must determine whether any of them seem to relate to a particular job function or practice in question.

Rating Criteria

Below Standard	At Standard	Above Standard
Planning		
. Reacts to needs for services only when requested	. Has a plan for basic services in place	. Routinely monitors needs for services and adjusts plans accordingly
. Reactive: Has to be encouraged or prodded to take action	. Assists or follows other staff in responding to needs	. Proactive: Takes the lead in providing (for) services
. Unaware of others' needs	. Has basic awareness of others' needs	. Acts on awareness of others' needs
Implementing		
. Unavailable or unresponsive to, or uninvolved with others	. Available or responsive to others' needs or requests	. Regularly initiates communication or consultation with others
. Uninformed of available or potential services	. Informs others of available (or potential) services, upon request	. Disseminates, explains, or interprets information about services
. Usually behind or catching up on delivery of services	. Maintains services by responding to requests in timely manner	. Anticipates and provides needed services

Rating Criteria

Below Standard	At Standard	Above Standard
Evaluation		
. Serves few to none; meets few needs for services	. Serves many clients; meets numerous needs for services	. Serves most of clientele; meets virtually all major needs for services
. Others complain about services	. Complaints about services are few, if any	. A clear respect and praise for services exist
. Doesn't document services requested or delivered	. Documents services requested or delivered	. Develops systematic accountability plan; comprehensively documents services requested or delivered

References

Boyatis, R.E. (1982). The competent manager: A model for effective performance. New York: John Wiley and Sons.

Holdzkom, D. (1985). Education managers: A literature synthesis. Paper prepared for the N.C. Department of Public Instruction. Charleston, W.V.: Appalachian Educational Laboratory.

SECTION II

SCHOOL COUNSELORS

SECTION II - A

PERFORMANCE APPRAISAL INSTRUMENT

FOR

SCHOOL COUNSELORS

SCHOOL COUNSELOR PERFORMANCE APPRAISAL PROCESS

Guidelines

1. The supervisor/evaluator(s) and the school counselor mutually define the competencies appropriate to each job function at the beginning of the year. Every function is to be evaluated.

2. A plan for evaluation, feedback, and indicated revisions of performance standards is developed. Designated times for formative feedback during the year should be included.

3. Multiple sources of information and data used to evaluate competencies and functions are considered, especially for areas where observations may intrude on the service being delivered (e.g., counseling and assessment).

4. Attempts are made to have a trained counselor evaluate the employed counselor on technical and professional aspects of practice (e.g., counseling and consulting processes). Such peer evaluation is especially important during years when the school counselor is being considered for advancement on the career ladder.

5. Once the evaluation is completed as specified on the performance appraisal instrument, the supervisor and school counselor develop appropriate professional development plans. Professional development plans should not be limited to areas of deficiency but should be developed for areas "at standard" or higher in which the school counselor may have special interests or desires continued growth.

JOB DESCRIPTION OF THE SCHOOL COUNSELOR

REPORTS TO: Principal and/or Counseling Supervisor

SUPERVISES: May coordinate and direct activities of counselor aides and clerical assistants.

PURPOSE: To help all students develop skills in the areas of personal-social growth, educational planning, and career and vocational development.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: PROGRAM PLANNING

The school counselor establishes the school counseling program and develops activities and resources to implement and evaluate the program. The school counselor involves other school staff in making decisions about the school counseling program.

2. MAJOR FUNCTION: COUNSELING

The school counselor provides individual and group counseling services to meet the developmental, preventive, and remedial needs of students.

3. MAJOR FUNCTION: CONSULTING

The school counselor consults with students, parents, teachers, and other school and community personnel to assist in meeting the needs of students.

4. MAJOR FUNCTION: COORDINATING

The school counselor coordinates all counseling services for students and assists with the coordination and implementation of student services in the school. The counselor also assists teachers with the Guidance Curriculum.

5. MAJOR FUNCTION: STUDENT APPRAISAL

The school counselor accurately interprets test results and other student data. The counselor also assists teachers with the educational placement of students by using appropriate educational assessment strategies.

6. MAJOR FUNCTION: PROFESSIONAL PRACTICES AND DEVELOPMENT

The school counselor adheres to ethical standards of the counseling profession, and abides by the laws, policies, and procedures that govern the schools. The counselor also participates in professional associations and upgrades professional knowledge and skills when needed.

SCHOOL COUNSELOR PERFORMANCE APPRAISAL INSTRUMENT

INSTRUCTIONS

1. The evaluator is to rate the school counselor on a six-point scale as indicated below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The school counselor is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the school counselor must discuss the results of the appraisal and any recommended action pertinent to it.
5. The school counselor and the evaluator must sign the instrument in the assigned spaces.
6. The competencies pertinent to each major function must be selected and discussed by the supervisor and school counselor at the beginning of the year.
7. The instrument must be filed in the school counselor's personnel folder.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Schcol Counselor Name:

_____

School or Base-assignment:

_____

1.0 MAJOR FUNCTION: PROGRAM PLANNING

1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.

1.2 Initiates and coordinates school-wide guidance and counseling activities.

1.3 Manages time effectively and provides services on schedule.

1.4 Maintains an organized, functional, and up-to-date office/counseling center.

1.5 Seeks input from teachers and staff in making decisions about the school counseling program.

Comments _____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

2.0 MAJOR FUNCTION: COUNSELING

2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.

2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.

2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.

2.4 Follows up individual and group counseling to monitor student progress.

Comments _____

_____

3.0 MAJOR FUNCTION: CONSULTING

3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators.

3.2 Assists parents and teachers in understanding and responding to developmental levels of students.

3.3 Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, teacher inservice).

3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.

Comments _____

_____

Rating Scale
(Please Check)

	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
4.0 MAJOR FUNCTION: COORDINATING						
5.0 MAJOR FUNCTION: STUDENT APPRAISAL						

4.1 Communicates effectively with students, parents, and staff.

4.2 Advocates for all students.

4.3 Assists teachers with the integration of guidance activities into the curriculum.

4.4 Shares appropriate information about students with school personnel, parents, and community agencies.

4.5 Makes appropriate referrals of students to school and community programs.

4.6 Assists with coordination of student services in the school.

4.7 Assists with coordination of the school's annual testing program.

Comments _____

_____

5.1 Interprets testing results and other student data accurately.

5.2 Conducts nonstandardized educational assessment according to professional practices (e.g., classroom observation).

5.3 Uses standardized tests and inventories according to published practices and professional standards.

5.4 Assures that testing conditions and the administration of standardized tests in the school are appropriate.

Comments _____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

6.0 MAJOR FUNCTION: PROFESSIONAL PRACTICES AND DEVELOPMENT

6.1 Adheres to ethical standards of the counseling profession.

6.2 Follows the laws, policies, and procedures which govern school programs.

6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.

6.4 Takes part in professional development activities to improve knowledge and skills.

Comments _____

_____

Evaluator's Summary Comments _____

_____

_____

_____

School Counselor's Reactions to Evaluation _____

_____

_____

_____

_____

Evaluator's signature and date

School Counselor's signature and date

Signature indicates that the written evaluation has been seen and discussed.

INSTRUCTIONS

1. Based on the evidence from observation and discussion, the evaluator is to rate the counselor's performance with respect to the six major functions listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The counselor is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and counselor must discuss the results of the appraisal and any recommended action pertinent to it.
5. The counselor and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the counselor's personnel folder.
7. The rating scale will be as follows:

Level of performance

6. Superior
Performance within this function area is consistently outstanding. Practices are demonstrated at the highest level of performance. Counselors continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard
Performance within the function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. Counselor frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard
Performance within this function area is frequently high. Some practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. Counselor sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard
Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. Counselor maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard
Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Counselor requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory
Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Counselor requires close and frequent supervision in the performance of all responsibilities.

SECTION II - B

PERFORMANCE APPRAISAL FUNCTIONS, COMPETENCIES, AND

SAMPLE EVIDENCES FOR

SCHOOL COUNSELORS

SCHOOL COUNSELOR: INITIAL CERTIFICATION
FUNCTIONS, COMPETENCIES, AND
SAMPLE EVIDENCES

The following are suggested examples of counselor performance that are evidences of each of the major functions for school counselors. Because each work situation is different, it is not likely that all of these evidences will be demonstrated by every school counselor. The evaluator is urged to develop a similar list of expectations specifically for the school counselor being evaluated. These expectations should provide indication that the six major functions are being performed.

1.0 MAJOR FUNCTION: Program Planning

1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.

Sample Evidences

a. Identifies student needs based on input from students, parents, and teachers.

b. Reports to the school administration and staff about the annual goals and services of the counseling program.

c. Evaluates counseling services and activities.

1.2 Initiates and coordinates school-wide counseling services and activities.

Sample Evidences

a. Plans and conducts special events, such as "Career Night," "Handicap Awareness Week," "Good Citizen of the Month."

b. Helps the school administration identify and remedy school policies and programs that inhibit student and staff development.

c. Helps the school administration develop policies and programs that benefit student and staff development.

1.3 Manages time effectively and provides services on schedule.

Sample Evidences

a. Maintains a calendar of activities and services of the school counseling program.

b. Completes assignments according to scheduled timelines.

c. Is punctual.

1.4 Maintains an organized, functional, and up-to-date office/counseling center.

Sample Evidences

a. Keeps materials up-to-date and filed in a systematic order.

b. Creates a pleasing atmosphere.

c. Uses attractive bulletin boards to share information.

d. Arranges furniture to have a positive influence on counseling and consulting processes.

e. Schedules facilities for best utilization of the counseling program.

Sample Evidences

1.5 Seeks input from teachers and staff in making decisions about the school counseling program.

a. Meets with the school guidance committee to receive input about the counseling program.

b. Uses written communications to facilitate teacher referrals and teacher feedback.

2.0 MAJOR FUNCTION: Counseling

2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.

Sample Evidences

a. Describes the counseling models and techniques being employed in specific cases or being used with particular groups.

b. Is observed (on auditory or video tape) using techniques congruent with the counseling model being applied.

2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.

Sample Evidences

a. Is observed (on auditory or video tape) using appropriate counseling skills and techniques.

b. Describes various counseling skills used in individual and group sessions.

c. Distinguishes between developmental, preventive, and remedial counseling relationships.

2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.

Sample Evidences

a. Applies interviewing, observation, and other assessment techniques in determining appropriate services.

b. Explains rationale for using particular assessment or diagnostic techniques.

c. Has appropriate selection procedures for establishing groups.

2.4 Follows up individual and group counseling to monitor student progress.

Sample Evidences

a. Sends written communications to parents/teachers to check on student progress.

b. Schedules follow-up contacts with students.

3.0 MAJOR FUNCTION: Consulting

3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators.

Sample Evidences

a. Is observed using appropriate consulting processes and techniques in individual and group settings.

b. Explains the appropriate use of various consulting skills.

c. Distinguishes between consulting and counseling relationships.

d. Holds parent/teacher conferences.

3.2 Assists parents and teachers in understanding and responding to developmental levels of students.

Sample Evidences

a. Uses school newsletter or handouts to inform teachers and parents about developmental stages/needs of students.

b. Helps teachers and parents understand student test performance in relation to student development.

c. Provides behavioral suggestions to teachers and parents that are developmentally appropriate for students.

d. Provides materials to teachers to assist them in the implementation of the Guidance Curriculum.

3.3 Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs, group guidance, teacher inservice).

Sample Evidences

a. Conducts parent programs to provide information/instruction.

b. Conducts teacher inservice based on assessed teacher needs.

3.4. Interprets achievement and aptitude test data to assist school staff with curriculum planning.

Sample Evidences

a. Holds individual and group conferences with students, teachers, and parents about test results.

b. Participates in curriculum revision based on testing results.

4.0 MAJOR FUNCTION: Coordinating

4.1 Communicates effectively with students, parents, and staff.

Sample Evidences

a. Uses correct verbal and written communications.

b. Maintains a file of resource persons available for classroom and/or group discussion.

c. Maintains communication with appropriate community agencies.

d. Informs students and parents about career opportunities, post-secondary application procedures, financial aid, etc.

e. Uses the media - newspaper, radio, TV - to announce programs and events of the school counseling program.

4.2 Advocates for all students.

Sample Evidences

a. Demonstrates an awareness of the cultural differences and needs of students in the school.

b. Helps the school administration identify programs and policies that may be discriminatory.

c. Apprises teachers of special services that exist and are available to students.

d. Assures that all students have equal access to the counseling program regardless of race, national origin, sex, religion, or handicap.

4.3 Assists teachers with the integration of guidance activities into the curriculum.

Sample Evidences

a. Provides inservice to teachers about the Guidance Curriculum.

b. Provides materials and resources to teachers for doing guidance activities in the classroom.

c. Plans with teachers ways to integrate guidance in daily instruction.

d. Presents model guidance activities in the classroom.

4.4 Shares appropriate information about students with school personnel, parents, and community agencies.

Sample Evidences

a. Demonstrates appropriate confidentiality in dealing with others.

b. Provides information to teachers/parents for implementing developmental and remedial strategies.

c. Uses proper procedures to assure that access to student records conforms to the Family Educational Rights and Privacy Act.

4.5 Makes appropriate referrals of students to school and community programs.

Sample Evidences

a. Is knowledgeable of local and state service agencies.

b. Follows procedures in making referrals.

c. Maintains communications with local agencies.

d. Allows parents to choose agencies most appropriate for them and their children.

e. Follows up to determine effectiveness of referral services.

4.6 Assists with coordination of student services in the school.

Sample Evidences

a. Meets on a regular basis with other student services professionals: nurse, social worker, psychologist.

b. Coordinates efforts with other student services workers to avoid duplication of services.

4.7. Assists with coordination of the school's annual testing program.

Sample Evidences

a. Provides inservice to teachers on correct administration procedures for the testing program.

b. Distributes and collects testing materials.

c. Monitors test administration and reports irregularities to proper authorities.

d. Assists with scheduling make-up testing.

5.0 MAJOR FUNCTION: Student Appraisal

5.1 Interprets testing results and other student data accurately.

Sample Evidences

a. Interprets summary report of annual testing to administration and staff.

b. Confers with parents about their children's test results.

c. Helps teachers understand student data when transferred from other schools.

5.2 Conducts nonstandardized educational assessment according to professional practices (e.g., classroom observation).

Sample Evidences

a. Conducts classroom observation of students to help determine most appropriate services.

b. Uses appropriate interviewing techniques in gathering information from students, parents, and teachers.

c. Makes appropriate use of informal questionnaires and interest inventories.

5.3 Uses standardized tests and inventories according to published practices and professional standards.

Sample Evidences

a. Follows standardized procedures when administering tests.

b. Uses tests and other instruments for which counselor is adequately trained/certified.

5.4 Assures that testing conditions and the administration of standardized tests in the school are appropriate.

Sample Evidences

a. Provides information and instruction to school staff on proper administration of standardized tests.

b. Monitors the school's annual testing program.

c. Keeps standardized testing materials secure.

6.0 MAJOR FUNCTION: Professional Practices and Development

6.1 Adheres to ethical standards of the counseling profession.

Sample Evidences

a. Demonstrates ethical behaviors.

b. Maintains a file of pertinent ethical guidelines.

c. Explains confidentiality and privileged communication to students.

d. Demonstrates understanding of own professional limitations.

6.2 Follows the laws, policies, and procedures which govern school programs.

Sample Evidences

a. Demonstrates knowledge of federal, state, and local laws that are applicable to school counseling programs.

b. Uses established reporting procedures and channels.

6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.

Sample Evidences

a. Monitors/supervises student activities and clubs as requested.

b. Meets timelines for assigned activities.

C. Reports to administration if extra duties are infringing on counseling responsibilities.

6.4. Takes part in professional development activities to improve knowledge and skills.

Sample Evidences

a. Participates in staff development, inservice, classes, conferences, conventions, etc., to expand knowledge and understand self and others.

b. Participates in professional counseling organizations.

c. Attends professional meetings and functions (national, regional, state, and local).

SECTION II - C

SUGGESTED DATA COLLECTION METHODS

BY COMPETENCY AREA FOR

SCHOOL COUNSELORS

C.

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
1.0 PROGRAM PLANNING	
1.1 Organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation.	.Review needs assessment survey results .Review work plan showing weekly, monthly, annual schedules .Observe counselor presenting an annual counseling plan to faculty .Review program evaluation processes and results .Observe counselor leading guidance committee meeting
1.2 Initiates and coordinates school-wide counseling services and activities.	.Review special events planned by counselor .Observe counselor working with administration and faculty to develop appropriate programs and policies .Review schedules and agenda for guidance committee meetings .Receive feedback from teachers and students
1.3 Manages time effectively and provides services on schedule.	.Review schedules: daily, weekly, monthly calendar .Observe punctual behavior .Receive feedback from teachers and students .Review tasks/projects completed in a timely manner.
1.4 Maintains an organized, functional, and up-to-date office/counseling center.	.Review materials displayed in counseling center/office .Observe bulletin boards, arrangement of furniture and equipement used .Interview counselor about organization and arrangement of counseling center/office
1.5 Seeks input from teachers and staff in making decisions about the school counseling program.	.Interview counselor about how program decisions are reached .Review schedule of guidance committee meetings and other avenues of teacher input .Review written communications and forms sent out to teachers requesting input

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
2.0 COUNSELING	
*2.1 Demonstrates knowledge of counseling theories by selecting appropriate models and techniques for individual and group counseling.	.Observe group counseling sessions .Review audio and/or video tapes of individual and group counseling sessions .Interview counselor about theories and models selected
*2.2 Uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.	.Observe group sessions .Review audio/video tapes of counseling sessions .Observe a simulation of a counseling session .Interview counselor about a specific case
*2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services.	.Interview counselor about procedures being used .Review assessment/diagnostic instruments used .Review tapes of initial counseling sessions
2.4 Follows up individual and group counseling to monitor student progress.	.Review documentation of follow-up sessions/appointments .Receive feedback from teachers and students .Review instruments used to obtain follow-up information

*Assistance with data collection and analysis of these competencies may be needed from professionals with training in counseling.

II-21

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
3.0 CONSULTING	
*3.1 Demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators.	.Observe consulting sessions: conferences with students, parents, teachers and other professionals .Interview counselor about conferences he/she facilitated .Review feedback from students, parents, and teachers
3.2 Assists parents and teachers in understanding and responding to developmental levels of students.	.Review documentation of educational programs presented to parents .Observe inservice programs presented to teachers .Review evidences of participation in curriculum decisions and planning with teachers .Observe presentation to parents and/or teachers
3.3 Presents instructional/informational programs to groups of students, parents, and teachers (e.g., parent education programs and group guidance, teacher inservice).	.Review schedule of group presentations .Observe group presentations .Review evaluation summaries from group participants
*3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.	.Review documentation of meetings with teachers to discuss test results and impact on instructional decisions .Observe counselor interpreting test results to parents, students, and/or teachers. .Interview counselor about school testing results

*Assistance with data collection and analysis may be needed from professionals who have training in these competencies.

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
4.0 COORDINATING	
4.1 Communicates effectively with students, parents, and staff.	.Observe presentations, conferences, etc. with students, parents, and teachers .Review written reports, handouts, newsletters, correspondence,etc. .Receive feedback from students, parents, and teachers
4.2 Advocates for all students	.Compile evidence that counselor serves a wide spectrum of the student population: handicapped, minority, disadvantaged, college-bound, gifted, and other students. .Observe counselor/student relationships .Receive feedback from students.
4.3 Assists teachers with the integration of guidance activities into the curriculum.	.Review documentation of meetings with teachers to plan the integration of the guidance curriculum .Observe classroom guidance presentations .Review schedule of guidance committee meetings .Review feedback from teachers
4.4 Shares appropriate information about students with school personnel, parents, and community agencies.	.Review documentation of meetings with school psychologist, social worker, nurse, and other school personnel .Observe counselor sharing information .Review feedback from other school personnel, students, and parents about appropriateness of counselor sharing information
4.5 Makes appropriate referrals of students to school and community programs.	.Review documentation of referrals made .Compile evidence that procedures and policies are followed correctly and accurately .Compile evidence that referrals have been beneficial to students .Review referrals forms

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
COORDINATING (continued)	
4.6 Assists with coordination of student services in the school.	.Review scheduled meetings with other student services personnel .Receive feedback from student services personnel
4.7 Assists with coordination of the school's annual testing program.	.Compile evidence that assigned duties are performed with accuracy and on schedule .Observe training session led by counselor for teachers and test monitors .Receive feedback from teachers

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
5.0 STUDENT APPRAISAL	
*5.1 Interprets testing results and other student data accurately.	.Observe test data presentation and interpretation .Review written reports, handouts, and information
*5.2 Conducts nonstandardized educational assessment according to professional practices (e.g., classroom observation).	.Interview counselor about testing practices .Review documentation of nonstandardized assessments (counselor made questionaires, etc.) .Receive feedback from teachers about classroom observations
*5.3 Uses standardized tests and inventories according to published practices and professional standards.	.Observe a simulated test administration .Interview counselor about testing practices .Observe training session presented by counselor to teachers and test monitors .Compile evidence of test security
5.4 Assures that testing conditions and the administration of standardized tests in the school are appropriate.	.Review schedules of training for teachers and test monitors .Compile evidence of steps taken to assure correct testing conditions are observed .Observe meetings with school administration to plan testing schedules, locations, etc.

*Assistance with date collection and analysis for these competencies may be needed from professionals who have training in testing and measurement.

SCHOOL COUNSELOR: SUGGESTED DATA COLLECTION METHODS

FUNCTIONS and COMPETENCIES	SAMPLE DATA COLLECTION METHODS
6.0 PROFESSIONAL PRACTICES AND DEVELOPMENT	
*6.1 Adheres to ethical standards of the counseling profession.	.Review evidence that counselor has copy of ethical standards on file .Receive feedback from teachers, students, parents, and other school personnel .Observe counselor explaining confidentiality .Interview counselor about ethics involved in specific cases
6.2 Follows the laws, policies, and procedures which govern school programs.	.Compile evidence of adherence .Receive feedback from teachers, administration, and others .Observe counselor sharing information with staff about specific statutes and procedures (e.g., privileged communication, child abuse reporting)
6.3 Carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.	.Review schedules to show that adequate time is spent in direct services to students .Compile evidence that other duties are completed in a timely and accurate manner.
6.4 Takes part in professional development activities to improve knowledge and skills.	.Compile evidence of participation in staff development .Review documentation of attendance at professional association meetings .Review enrollment in graduate courses or professional seminars

*Assistance with data collection and analysis of this competency may be needed from a professional who is knowledgeable of the ethical standards for the school counseling profession.

SECTION II - D

SAMPLE DATA COLLECTION FORMS AND EVALUATION CRITERIA

FOR

SCHOOL COUNSELORS

Note: Additional forms and criteria may be adapted from the school psychology (III-D) and social work (II-D) sections.

Index of Sample Data Collection/Evaluative Forms for School Counselors

1.0 MAJOR FUNCTION: Program Planning

Page II-28 Needs Assessment: Counseling Program
II-29 Student Needs Survey
II-31 Elementary Counseling Evaluation for Parents
II-38 Counselor's Monthly Report
II-39 Counseling Department Monthly Summary of Contacts
II-40 Counseling Department Monthly Summary of Contacts
II-41 Elementary Counseling Evaluation for Students
II-43 Student Assessment of Counseling Program - I
II-45 Student Assessment of Counseling Program - II
II-47 Questionaire for Administrators

2.0 MAJOR FUNCTION: Counseling

Page II-32 Individual Counseling Evaluation
II-33 Teacher Evaluation of Counseling Services
II-35 Group Evaluation - I
II-36 Group Evaluation - II
II-37 Elementary Counseling - Duso's Letter
II-49 How to Write a Case Study
II-50 Counselor Interview Form
II-51 Counseling Observation Instrument
II-52 Counseling Observation Instrument: Behavioral Indicators

3.0 MAJOR FUNCTION: Consulting

Page II-31 Elementary Counseling Evaluation for Parents
II-34 Student Evaluation Form of Counselor Class Activities
II-36 Group Evaluation - II
II-48 How to Write a Case Study
II-57 Counselor Group Presentation Observation Instrument
II-58 Counselor Group Presentation Observation Instrument: Behavioral Indicators
II-62 Consultation Observation Instrument
II-63 Consultation Observation Instrument: Behavioral Indicators
II-67 Consultant Interview Form

4.0 MAJOR FUNCTION: Coordinating

Page II-34 Student Evaluation Form of Counselor Class Activities
II-39 Counseling Department Monthly Summary of Contacts

(SAMPLE FORM)

NEEDS ASSESSMENT: COUNSELING PROGRAM

Teachers:
In order to develop a counseling program that suits your needs and the needs of the students, I would appreciate some input from you.
Please rate the following counselor activities 1 to 5 according to your preferences.

1	2	3	4	5	Small group counseling (problem oriented)
1	2	3	4	5	Small group counseling (developmental)
1	2	3	4	5	Working with teachers to identify problems and develop strategies
1	2	3	4	5	Individual counseling for students
1	2	3	4	5	Assistance with the guidance curriculum
1	2	3	4	5	Being available for self-referrals from students
1	2	3	4	5	Working with parents (individually and in groups) concerning their children
1	2	3	4	5	Staff development in guidance activities for teachers
1	2	3	4	5	On-going teacher seminar

Would you be interested in assistance with classroom guidance?

_____Yes _____No _____Could be persuaded

If so, which areas would you be most interested in?

_____ Materials to do guidance activities

_____ Counselor to do "model" classroom guidance activities

_____ Career education

_____ Would like to plan unit with counselor on the following topic:

_____

What did you like best about last year's counseling program?

How do you think the program could be improved?

What can I do to be most helpful to you?

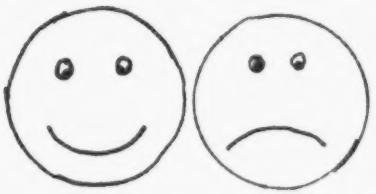
Teacher's Name _____

(SAMPLE FORM)

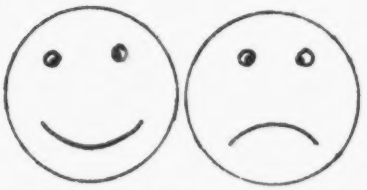
STUDENT NEEDS SURVEY

(K-2)

This is a sad face . . . . . .



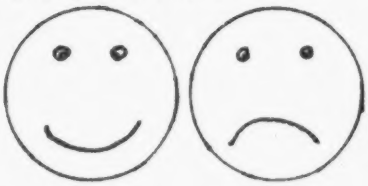
This is the way I feel
about ice cream . . . . . .



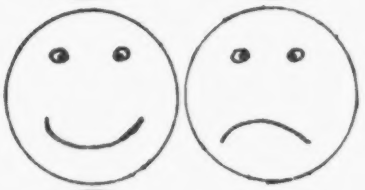
GRADE: _____

* *

1. Most of the time this is the
way I feel about myself . . . . . .



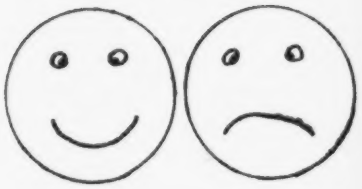
2. This is how I feel about coming
to school . . . . . .

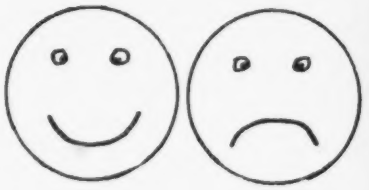


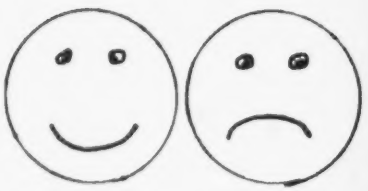
3. This is how I feel about the
work I do in school . . . . . .

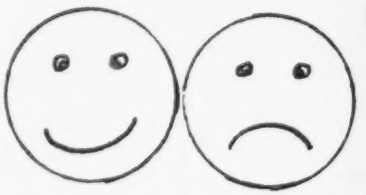
4. This is how I think my teacher
feels about me . . . . . .

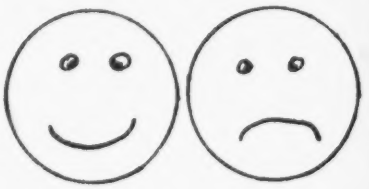
5. This is how I feel about making
friends . . . . . .

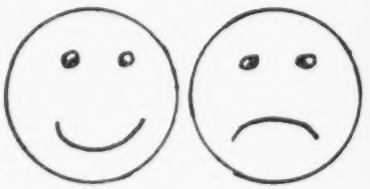
6. This is how other children feel about me . . . . . 

7. This is how I feel about talking with my teacher . . . . . 

8. This is how I feel about talking in show and tell . . . . . 

9. This is how I feel about my family . . . . . 

10. This is how I feel when I think about my dad . . . . . 

11. This is how I feel when I think about my mom . . . . . 

12. This is how I feel about my brothers and/or sisters . . . . .

SCHOOL _____

(SAMPLE FORM)

ELEMENTARY COUNSELING EVALUATION FOR PARENTS

Student's Sex: _____ School: _____
Age: _____ Counselor: _____
Grade: _____

1. Are you aware that your child's school currently provides counseling services?
   ____Yes ____No
2. Has the school counselor had contact with your child this year?
   ____Yes ____No Please comment as to whether or not this contact was helpful. Parents' response: _____

   _____

3. Have you had any contact with the counselor concerning your child?
   ____No ____Yes Please comment regarding this contact. Was it helpful?
   Parents' response: _____

   _____

4. How effective do you feel the counseling program has been in helping your child meet his/her needs and in achieving suitable goals? Please place a check mark on the scale to indicate your judgement of effectiveness.

   0 1 2 3 4 5
   Not Effective Very Effective

5. Do you have any questions, comments, or suggestions regarding the school counseling program or counselor? Parents' response: _____

   _____

   _____

   _____

6. Do you favor expansion or continuation of the counseling program?

   _____

   _____

   _____

7. In what ways have school counseling services or the counselor affected your child's progress or adjustment this year? Parent's response: _____

   _____

   _____

Please return by: _____
to: _____ 63

(SAMPLE FORM)

INDIVIDUAL COUNSELING
EVALUATION

1. How many times have you visited with the counselor this year ? _____

2. Did the counselor listen to your concerns?
___Yes ___No ___Sometimes

3. Do you think the counselor understood your concerns?
___Yes ___No ___Sometimes

Comments:

4. Did the visits with the counselor help you solve your problems?
___Yes ___No ___Not Sure

Comments:

5. Would you visit this counselor again, if you need help?
___Yes ___No ___Sometimes

Comments:

6. Would you recommend this counselor to your friends if they needed help? ___Yes ___No ___Not Sure

Comments:

(SAMPLE FORM)

TEACHER EVALUATION
OF COUNSELING SERVICES

Dear Teacher:

In _____(Month) you referred _____

_____(student) to the counseling center for _____

_____ (identified concern). Please let me know how the student is doing regarding this concern.

Check the line below to indicate progress or lack of progress the student has made and return this form in the attached envelop at your earliest convenience.

Thank you for your assistance.

Problem is Worse			No Progress			Much Progress
-3	-2	-1	0	+1	+2	+3

(SAMPLE FORM)

STUDENT EVALUATION FORM

OF COUNSELOR CLASSROOM ACTIVITIES

1. Were you glad the counselor visited your room?

   Yes ( ) No ( ) Why? (Write comments below)

2. What is the most important thing you learned from the counselor's visit?

3. What did you like best?

4. What did you not like?

5. Has the counselor helped you understand yourself and others better? If yes, can you give an example?

   Yes ( ) No ( )

(SAMPLE FORM)

GROUP EVALUATION I

SA = Strongly agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly disagree

1. In this group I learned about my feelings.

   SA A U D SD

2. In this group I learned about other people's feelings.

   SA A U D SD

3. This group made some difference in how I act outside the group.

   SA A U D SD

4. This group had no effect on me.

   SA A U D SD

5. As a result of this group, I would talk to my counselor about a problem.

   SA A U D SD

6. I disliked being in this group.

   SA A U D SD

7. I would like to be in a group like this again.

   SA A U D SD

* * * *

(SAMPLE FORM)

GROUP EVALUATION II

Why did you participate in this group?

Now that the group has finished, do you feel the participation was worth it?

Did the counselor lead the group well?

_____Yes _____No _____Sometimes

Did the counselor answer your questions adequately?

_____Yes _____No _____Sometimes

Would you like to participate in another group with this counselor?

_____Yes _____No _____Not Sure

Comments:

Would you encourage your friends to join one of the counselor's groups?

_____Yes _____No _____Not Sure

Comments:

Did the counselor listen to your concerns in the group?

_____Yes _____No _____Sometimes

Comments:

(SAMPLE FORM)

ELEMENTARY COUNSELING

DUSO'S LETTER

Did you enjoy Duso's visit?

Yes _____ No _____

Would you like to see Duso again?

Yes _____ No _____

Did Duso's stories help you to learn about yourself?

Yes _____ No _____

How? _____

_____

_____

Did Duso's stories help you learn about others?

Yes _____ No _____

How? _____

_____

_____

(SAMPLE FORM)

COUNSELOR'S MONTHLY REPORT

NAME: _____ SCHOOL(S): _____

MONTH: _____

SCHEDULED MEETINGS:

PLANS/OBJECTIVES (COMPLETED)

IF YOU DID NOT COMPLETE YOUR PLANS/
OBJECTIVES FOR THE MONTH WHAT WERE
THE CONTRIBUTING FACTORS?

(SAMPLE FORM)

_____
NAME OF SCHOOL

COUNSELING DEPARTMENT MONTHLY SUMMARY OF CONTACTS

MONTH OF _____ COUNSELOR _____

1. Number of individual counseling sessions. . . . . _____
2. Number of group counseling sessions . . . . . _____
3. Number of group guidance sessions . . . . . _____
4. Number of contacts with parents . . . . . _____
5. Number of contacts with teachers, Re: students . . . . . _____
6. Number of staff conferences with teachers, administrators, etc. . _____
7. Number of referrals from teachers, administrators, parents, students (self), etc. . . . . _____
8. Number of referrals to school resources . . . . . _____
9. Number of contacts with community agencies . . . . . _____
10. Number of referrals to community agencies . . . . . _____
11. Number of job placements . . . . . _____
12. Number of contacts for educational placements . . . . . _____
13. Number of post-secondary placements . . . . . _____
14. Number of crisis or emergency contacts . . . . . _____
15. Number of sessions involving testing (coordination, administration, interpretation, etc.) . . . . . _____
16. Number of program planning and evaluation sessions . . . . . _____
17. Other . . . . . _____
18. Other . . . . . _____

NOTES:

(SAMPLE FORM)

_____
NAME OF SCHOOL
COUNSELING DEPARTMENT SUMMARY OF CONTACTS

WEEK OF _____ COUNSELOR _____

REASON FOR CONTACT	MON.	TUES.	WED.	THUR.	FRI.	TOTAL
1. Number of individual counseling sessions						
2. Number of group counseling sessions						
3. Number of group guidance sessions						
4. Number of contacts with parents						
5. Number of contacts with teachers Re: Students						
6. Number of staff conferences with teachers, administrators, etc.						
7. Number of referrals from teachers, parents, administrators, students, (self), etc.						
8. Number of referrals to school resources						
9. Number of contacts with community agencies						
10. Number of referrals to community agencies						
11. Number of job placements						
12. Number of contacts for educational placements						
13. Number of post-secondary placements						
14. Number of crisis or emergency contacts						
15. Number of sessions involving testing coordination, administration, interpretation, etc.)						
16. Number of program planning and evaluation sessions						

(SAMPLE FORM)

ELEMENTARY COUNSELING EVALUATION
FOR STUDENTS

Here are some questions about your counselor. We would like you to help us understand what your counselor does. Please mark your answers with an "X".

___Yes	___No	1. Do you know who your counselor is?
___Yes	___No	2. Do you know what he/she does at school?
___Yes	___No	3. Have you ever talked with him/her?
___Yes	___No	4. Can you see your counselor when you want to?
___Yes	___No	5. Does the teacher send you or your classmates to see the counselor?
___Yes	___No	6. Do you talk with your counselor by yourself with no one else there?
___Yes	___No	7. Do you and a few other students talk to the counselor at the same time?
___Yes	___No	8. Does your counselor come to your class and talk to all of you?
___Yes	___No	9. Sometime during this school year, has the counselor talked to you or your class about what to expect in school?
___Yes	___No	10. Has your counselor talked with you about tests you have taken?
___Yes	___No	11. Has your counselor talked with you about how well you like your school work?
___Yes	___No	12. Does your counselor talk with pupils having trouble with their school work?
___Yes	___No	13. Does your counselor talk with students who are worried or upset?
___Yes	___No	14. Has your counselor ever talked with your parents about you?
___Yes	___No	15. Has your counselor talked with you about what you might want to do when you are old enough to have a job?

____Yes	____No	16. In your class, has your counselor read stories to you or had you answer questions?
____Yes	____No	17. Has your counselor played games or given you tests just by yourself?
____Yes	____No	18. Has your counselor given tests to your whole class?
____Yes	____No	19. Has your counselor sent some children to see someone else if it will help the person?
____Yes	____No	20. Has your counselor talked to you about why people do what they do?
____Yes	____No	21. Does your counselor keep secret the things you say?
____Yes	____No	22. Do your counselor and teacher work together to try to help you?

Please write your reasons for those questions that you marked "NO."

(SAMPLE FORM)

STUDENT ASSESSMENT OF THE COUNSELING PROGRAM - I
MIDDLE/JUNIOR HIGH SCHOOL

Your frank appraisal in answering this questionnaire will be most helpful in assessing the present strengths and determining future direction of the counseling program in your school. Circle your responses.

Y = Yes; N = No

Y N 1. Do you know which member(s) of the school staff are the school counselor(s)?

Y N 2. Have your teachers discussed in your classes topics about friendship and getting along with others?

Y N 3 Have you had an opportunity to discuss the importance of a good education?

Y N 4. Do you have access to information you want and need to know about various occupations you are now considering?

Y N 5. Would you feel free to discuss a personal problem with your school counselor?

Y N 6. Did you get information to help you make good choices about the courses you are now taking?

Y N 7. Have you been helped to plan the subjects and activities you want and need while you are in middle/junior high school?

Y N 8. Have you ever visited the counselor's office to talk to your counselor?

Y N 9. Have you received any help at school in improving your study habits and skills?

Y N 10. Have you had an opportunity to participate in group discussions about the courses you would like to take in high school?

Y N 11. Did you have an opportunity to learn about or visit your present school before enrolling?

Y N 12. Is your counselor available to talk with you when you feel it is necessary?

Y N 13. Does your counselor help you understand the meaning of your test scores?

Y N 14. Can you discuss your real feelings about your concerns with your counselor?

Y N 15. Do you feel that your visits with the school counselor have been helpful to you?

Y N 16. Do you know why you have a counselor in your school?

Y N 17. Do you think you have learned decision-making skills?

Y N 18. Do you know what information about careers is available in the school?

Y N 19. Do your teachers talk about the possible careers related to the subjects they teach?

Y N 20. Are you thinking about or planning what you would like to do after you finish school?

Comments about items that you checked "NO":

(SAMPLE FORM)

STUDENT ASSESSMENT OF THE COUNSELING PROGRAM - II
HIGH SCHOOL STUDENTS

SCHOOL _____ GRADE _____ DATE _____

Your frank appraisal in answering this questionnaire will be most helpful in assessing the present strengths and determining future direction of the counseling program in your school. Circle the most appropriate response.

Y = Yes; N = No

Y N 1. Do you know which member of the school staff is your school counselor?

Y N 2. Can you visit the counseling center when the need arises?

Y N 3. Have your teachers discussed topics of concern that are related to your classes?

Y N 4. Have you had an opportunity to discuss the importance of a good education?

Y N 5. Have your teachers stressed the relationship between the courses you are taking and careers you may choose?

Y N 6. Has your counselor interpreted the meaning of your test scores?

Y N 7. Do you feel that the counselor is accessible when you need to see him/her?

Y N 8. Have you had an opportunity to participate in the evaluation of the counseling program?

Y N 9. Do you have access to information you want and need about various occupations you are now considering?

Y N 10. Would you feel free to discuss a personal problem with your school counselor?

Y N 11. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?

Y N 12. Do you know about financial aid for post-high school education?

Y N 13. Has your school provided your parents or guardian an opportunity to discuss your educational plans?

Y N 14. Were you helped when you entered your new school to learn how to get along in it?

Y N 15. Have you been helped to plan the subjects you need and want to take while in high school?

Y N 16. Have you been helped to plan the school activities you would like to participate in while in high school?

Y N 17. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?

Y N 18. Have you received any help from your school in improving your study skills?

Y N 19. Were you helped, before the ninth grade, in career planning and information, career preparation and selection of courses?

Y N 20. Were you taught employment seeking skills (job interviewing, resume, filling out application, etc.)?

Y N 21. Have you had an opportunity to participate in group discussions about the concerns of high school students?

Y N 22. Is there anyone in your school who can assist you in securing employment?

Y N 23. Have you taken an interest inventory to help you in planning your career?

Y N 24. Have you had an opportunity to participate in career days or occupational fairs?

Y N 25. Do you know about the national testing programs such as: SAT, PSAT, ACT, NMSQT, etc.?

Comments about items that you checked "NO":

(SAMPLE FORM)

SCHOOL COUNSELING PROGRAM EVALUATION
QUESTIONNAIRE FOR ADMINISTRATORS

SCHOOL _____ DATE _____

Your frank appraisal in answering this questionnaire will be most helpful in assessing present strengths and determining future direction of the school counseling program in your school.

Y = Yes; N = No

Y N	1.	Are students, teachers, parents and the community informed about the school counseling services?
Y N	2.	Has the counselor given leadership in creating good public relations for the program?
Y N	3.	Has the staff been informed about school counseling?
Y N	4.	Does your counselor have clerical assistance?
Y N	5.	Does the counselor have suitable facilities which provide visual and auditory privacy?
Y N	6.	Are administrative provisions made for group guidance and counseling activities?
Y N	7.	Has an adequate budget been provided for needed materials and supplies?
Y N	8.	Do the students have freedom to see the counselor?
Y N	9.	Is there a planned orientation program for students each year?
Y N	10.	Does your counselor have group guidance and group counseling goals and objectives for the program?
Y N	12.	Do you feel that your teachers have accepted the counseling program as an integral part of the total school program?
Y N	13.	Have adequate provisions been made at the school level for a systematic evaluation of the program?
Y N	14.	Do you require an annual plan from your counselor?
Y N	15.	Do you feel that students use the counseling services available?
Y N	16.	Is there a counseling program committee in the school?
Y N	17.	Is the committee functioning to aid the counselor in determining the needs of students?

Y N 18. Is data derived from the follow-up of graduates and drop-outs used in planning the curriculum of your school?

Y N 19. Has the school system established appropriate administrative procedures for:

(a) granting of a request for access to a students' record
(b) maintenance of records
(c) security of records
(d) transfer, storage and disposal of students' records

_____ Totals

% Ys = _____; % Ns = _____

Comments about items that you checked "NO":

1. What do you consider to be the major strengths of the school counseling program?

2. What are the greatest needs as you see them?

School Enrollment _____

Number of full-time counselors _____

Number of part-time counselors _____

Hours per week _____

(SAMPLE FORM)

HOW TO WRITE A CASE STUDY

1. GIVE A GENERAL DESCRIPTION OF THE CHILD AND THE PROBLEM.

2. PROVIDE BASELINE DATA.

3. DESCRIBE THE INTERVENTIONS USED TO ASSIST THE CHILD.

4. RECORD RESULTS AND DRAW CONCLUSIONS.

(1)

COUNSELOR INTERVIEW FORM

Interviewer: This form can be used to assist counselors in understanding, implementing, and evaluating their helping relationships. An interviewer who uses this form and process should be a highly trained counselor who understands the application of counseling in school settings.

Instructions: Use this form to interview the school counselor about a specific case that the counselor is assisting through individual counseling. Ideally, the form should be used in more than one interview about the same case. Two or more interviews are recommended.

1. The counselor is able to adequately express the concerns/problems of the counselee. The counselor adequately describes the assessment procedures that were used to identify concerns/problems.

2. The counselor adequately discusses the theoretical orientation and/or counseling approach used in this case. The approach seems appropriate for the identified concerns.

3. The counselor is able to describe what phase (stage) the counseling relationship is in. The progress being made seems appropriate, given the number of sessions held and the nature of the concern.

4. The counselor describes specific techniques, strategies, and approaches being used in this case (e.g., roleplay, lifestyle disclosure, puppetry, bibliotherapy, or others). The techniques are appropriate for the case.

5. The counselor is able to project how long the counseling relationship will need to be continued. The counselor discusses progress being made and/or a plan of action if progress is not being made.

(1) Developed by John J. Schmidt, Ed.D., Coordinator, School Counseling Section, Division of Student Services, Dept. of Public Instruction, Raleigh, NC, 1988

(1)

COUNSELING OBSERVATION INSTRUMENT

Observer: This form can be used to observe and evaluate basic helping skills in a counseling relationship. The observer should be highly trained in counseling theory and techniques.

Instructions: Use this form to record counselor behaviors during an individual or group counseling session.

Observation Code:
- . appropriate use of practice
- + strong or positive use of practice
- - weak or negative use of practice
- NA not observed

Check how counseling session was observed:
- ___by listening to audio tape
- ___by viewing video tape
- ___by observing counseling session

****

1. ESTABLISHING THE RELATIONSHIP
   - 1.1 Uses appropriate attending and accurate listening skills
   - 1.2 Reviews previous session
   - 1.3 Accepts counselee's point of view
   - 1.4 Demonstrates understanding of counselee's concerns
   - 1.5 Uses appropriate structuring skills

---

2. FACILITATING
   - 2.1 Responds at counselee's level of understanding
   - 2.2 Uses appropriate questioning in a timely manner
   - 2.3 Uses self-disclosure appropriately
   - 2.4 Accurately reflects counselee's feelings
   - 2.5 Uses appropriate paraphrasing of content
   - 2.6 Uses comparing and contrasting skills
   - 2.7 Demonstrates awareness of counselee's culture
   - 2.8 Uses techniques appropriately (e.g., roleplay, bibliotherapy, puppetry, play, life-style disclosure)
   - 2.9 Provides accurate information

---

3. PLANNING ACTION
   - 3.1 Helps counselee explore options and consequences
   - 3.2 Uses confronting skills appropriately
   - 3.3 Helps counselee form a plan of action
   - 3.4 Probes beneath the level of responding when appropriate
   - 3.5 Gives appropriate "homework" when needed
   - 3.6 Suggests strategies consistent with counseling approach
   - 3.7 Solicits counselee's decision for a plan of action

---

4. CLOSING
   - 4.1 Summarizes session
   - 4.2 Sets time for next session if needed
   - 4.3 Expresses optimism and confidence in counselee
   - 4.4 Ends session

(1) Developed by John J. Schmidt, Ed.D., Coordinator, School Counseling Section, Division of Student Services, Dept. of Public Instruction, Raleigh, NC, 1988.

COUNSELING OBSERVATION INSTRUMENT: BEHAVIORAL INDICATORS

The following behavioral indicators are sample behaviors that indicate successful performance of basic counselor competencies and skills in counseling sessions (individual or group). These behavioral indicators coincide with specific categories and competencies on the Counseling Observation Instrument.

1.0 ESTABLISHING THE RELATIONSHIP

1.1 Uses appropriate attending skills and accurate listening skills

Behavioral Indicators:
- Maintains consistent eye contact with counselee
- Keeps an open and accepting posture
- Occasionally nods to affirm what counselee is saying
- Avoids doing other tasks while counselee is talking
- Leans forward with shoulders "squared" when listening

1.2 Reviews previous session

Behavioral Indicators:
- Summarizes content of previous session
- Reviews agreements/assignments made in previous session
- Asks counselee to discuss "homework" assignment he/she tried since last session

1.3 Accepts counselee's point of view

Behavioral Indicators:
- Uses statements to let the counselee know he/she is heard and understood
- Tells the counselee his/her opinion is valued
- Avoids judgmental statements or behaviors (e.g., using too many questions, disagreeing in an authoritative manner, frowning)

1.4 Demonstrates understanding of counselee's concerns

Behavioral Indicators:
- Summarizes concerns shared by counselee and asks if it is an accurate summary
- Asks counselee to repeat or clarify concerns if not fully understood
- Comforts and reassures counselee when appropriate
- Uses statements that are congruent with concerns and feelings expressed by counselee.

1.5 Uses appropriate structuring skills

Behavioral Indicators:
- Arranges furniture in an open and facilitative manner
- Uses nonverbal behaviors (e.g., touch, eye contact) to help counselee(s) keep a focus on the concerns being presented
- Uses statements to give the session direction and focus (e.g., "Let's start with one of the three concerns you mentioned.")
- Seeks counselee's commitment to resolve concerns

2.0 FACILITATING

2.1 Responds at counselee's level of understanding

Behavioral Indicators:
- Uses language that is developmentally appropriate for counselee
- Uses examples to assess counselor and counselee understanding (e.g., "Is it similar to when another person doesn't invite you to join the group?")
- Avoids examples that require a high level of abstraction

2.2 Uses appropriate questioning in a timely manner

Behavioral Indicators:
- Uses a range of open-ended, closed, direct, and indirect questions
- Uses questions to help the counselee stay on target
- Uses questions to seek clarification from counselee
- Avoids too frequent use of questions

2.3 Uses self-disclosure appropriately

Behavioral Indicators:
- Self-discloses personal information to help counselee and counselor develop trust in relationship
- Self-discloses information that is relevant to what the counselee has said
- Avoids self-disclosing for own personal gain or satisfaction

2.4 Accurately reflects counselee's feelings

Behavioral Indicators:
- Uses restatements to see if counselee's feelings are understood
- Counselee affirms counselor's use of restatements (e.g., the counselee says "That's right. That's exactly how I feel.")

2.5 Uses appropriate paraphrasing of content

Behavioral Indicators:
- Restates counselee's concerns to capture the meaning and to let the counselee know he/she is understood
- Avoids parroting back what the counselee has said
- Counselee acknowledges the accuracy of the paraphrased statement (e.g., "Yes, That's right.")

2.6 Uses comparing and contrasting skills

Behavioral Indicators:
- Points out similarities between statements made by the counselee(s)
- Illustrates differences between statements made by the counselee(s)

2.7 Demonstrates awareness of the counselee's culture

Behavioral Indicators:
- Encourages the counselee to share aspects of his/her culture that are related to present concerns
- Shows sensitivity toward cultural differences, and an acceptance of those differences
- Asks the counselee for guidance regarding specific issues or strategies being discussed (e.g., "If you tried this, what would your family think about it?")

2.8 Uses techniques appropriately (e.g., roleplay, bibliotherapy, puppetry, play, life-style disclosure)

Behavioral Indicators:
- Demonstrates a knowledge of specific techniques by using them in accordance with descriptions in research and literature
- Demonstrates command of the techniques that are used
- Uses techniques that are appropriate for the concerns that are raised

2.9 Provides accurate information

Behavioral Indicators:
- Is reluctant to give answers without having sufficient knowledge (e.g., "I do not know the answer to your question, but I will find out and let you know.")
- Interprets data (such as test results) accurately
- Demonstrates knowledge of school policy and procedures

3.0 PLANNING ACTION

3.1 Helps counselee explore options and consequences

Behavioral Indicators:
- Asks counselee to make list of possible alternatives
- Reviews advantages and disadvantages of each alternative with counselee
- Hypothesizes a scenario with counselee (e.g., "What might happen if you tried this solution?")

3.2 Uses confronting skills appropriately

Behavioral Indicators:
- Shows the counselee the difference between what he/she says and what he/she does
- Asks counselee to review the commitment made to work on concerns
- Asks the counselee to renegotiate a plan of action

3.3 Helps counselee form a plan of action

Behavioral Indicators:
- Has the counselee prioritize a list of alternative/ options
- Asks the counselee to choose one of the options
- If possible and appropriate, roleplays the chosen option with the counselee
- Discusses strategies to implement the plan of action

3.4 Probes beneath the level of responding when appropriate

Behavioral Indicators:
- Asks questions or uses open-ended statements that search for a meaning and purpose beyond the surface level of a counselee's responding (e.g., "Are you saying that your sister has other reasons for behaving this way towards you?")

3.5 Gives appropriate "homework" when needed

Behavioral Indicators:
- Suggests exercises or activities that the counselee can do to practice a chosen strategy or new behavior
- Designs practice activities at graduated levels so that the counselee can meet with initial success

3.6 Suggests strategies consistent with counseling approach

Behavioral Indicators:
- Uses strategies that are congruent with the counseling approach being used (e.g., behavioral strategies with behavioral counseling, self-talk exercises with cognitive approaches, and examination of fictional goals with Adlerian counseling)

3.7 Solicits counselee's decision for a plan of action

Behavioral Indicators:
- Seeks commitment from the counselee about the plan of action
- Uses contract technique to formalize the counselee's agreement and commitment

4.0 CLOSING

4.1 Summarizes session

Behavioral Indicators:
- Reviews content of session
- Repeats commitment and agreements made by both counselee and counselor
- Asks the counselee to summarize the session and how he/she feels about the session

4.2 Sets time for next session if needed

Behavioral Indicators:
- Asks counselee for a convenient time to meet for the next session
- Checks schedule for an appropriate time and date
- Repeats time and date for counselee

4.3 Expresses optimism and confidence in counselee

Behavioral Indicators:
- Uses statements to show the counselee that the counselor has faith that the concerns can be resolved
- Emphasizes the progress that has been made in the counseling relationship

4.4 Ends session

Behavior Indicators:
- Uses statements signaling the end of the session
- Shakes the counselee's hand
- Shows the counselee to the door
- Avoids raising new issues while trying to end the session

COUNSELOR GROUP PRESENTATION OBSERVATION INSTRUMENT (1)

Observer: This form can be used to observe counselor skills in group instructional/informational presentations. The observer should have training in group instruction skills and competencies, particularly as applied in affective education.

Instructions: Use this form to record counselor behaviors during a group presentation. This form can be used to observe presentations to groups of students, parents, teachers, or others.

Observation Code:

.	appropriate use of practice
+	strong or positive use of practice
-	weak or negative use of practice
NA	not observed

****

1. PRESENTATION TIME
   - 1.1 Has materials ready for presentation
   - 1.2 Starts presentation promptly
   - 1.3 Uses time efficiently
   - 1.4 Ends on schedule

---

2. PARTICIPANT BEHAVIOR
   - 2.1 Maintains participants' attention
   - 2.2 Encourages participation
   - 2.3 Demonstrates group management skills
   - 2.4 Respects individuality of participants

---

3. PRESENTATION
   - 3.1 States purpose of presentation and makes instructional goals clear
   - 3.2 Gives clear instructions/directions
   - 3.3 Speaks fluently
   - 3.4 Uses appropriate questioning skills
   - 3.5 Listens to participants' comments and opinions
   - 3.6 Uses a variety of instructional methods and materials
   - 3.7 Is open to comments and suggestions from group
   - 3.8 Summarizes main points of presentation

---

4. FEEDBACK
   - 4.1 Affirms participant responses
   - 4.2 Reinforces participant willingness to share
   - 4.3 Gives clear and concise answers to questions
   - 4.4 Provides effective feedback to all participants

---

5. OUTCOME
   - 5.1 Asks for participant feedback about presentation
   - 5.2 Uses evaluative measures to determine success of presentation

(1) Adapted from the Formative Observation Data Instrument by John J. Schmidt, Ed.D., Coordinator, School Counseling Section, Division of Student Services, Dept. of Public Instruction, Raleigh, NC, 1988.

COUNSELOR GROUP PRESENTATION OBSERVATION INSTRUMENT: BEHAVIORAL INDICATORS

The following behavioral indicators are sample behaviors that can be used to indicate successful use of specific counselor competencies and skills for group presentations. These behavioral indicators coincide with specific categories and competencies on the Counselor Group Presentation Observation Instrument.

PRESENTATION TIME

1.1 Has materials ready for presentation

Behavioral Indicators:
- Handouts, supplies, and other materials are easily accessible
- Sufficient quantities of materials are available
- Equipment is ready and functional prior to the presentation

1.2 Starts presentation promptly

Behavioral Indicators:
- Is present at time session is scheduled to begin
- Spends minimal amount of time getting group's attention to start presentation
- Moves quickly into the purpose of the presentation

1.3 Uses time efficiently

Behavioral Indicators
- Focuses the group's attention on a specific topic
- Waits for participants' attention before beginning an activity
- Uses appropriate techniques, cues, and signals to enhance group interest and involvement
- Keeps presentation moving - avoids long periods of silence or lack of activity

1.4 Ends on schedule

Behavioral Indicators:
- Communicates to group the time that the session will end
- Uses techniques, cues, and signals to indicate session will be ending shortly
- Avoids abrupt closure of activity

PARTICIPANT BEHAVIOR

2.1 Maintains participants' attention

Behavioral Indicators:
- Participants are actively involved
- Amount of presentation time spent on "off-task" behaviors is minimal
- Varies presentation style and methods of providing information
- Asks for examples from the group

2.2 Encourages participation

Behavioral Indicators:
- Seeks input from the group
- Asks for volunteers to do demonstrations
- Calls on different participants

2.3 Demonstrates group management skills

Behavioral Indicators:
- Moves around the room when appropriate
- Uses participants' names
- Acknowledges appropriate behaviors of group members
- Routinely looks around the room to view the entire group
- Maintains consistent eye contact with group

2.4 Respects individuality of participants

Behavioral Indicators:
- Shows sensitivity about participants feelings (e.g., shyness, embarrassment)
- Highlights the uniqueness of participant's ideas and contributions
- Avoids coercion when encouraging participation

PRESENTATION

3.1 States purpose of presentation and makes instructional goals clear

Behavioral Indicators:
- Lists clearly the purposes and goals of the session
- Asks if there are any questions
- Presents an overview of topic

3.2 Gives clear instructions/directions

Behavioral Indicators:
- Gives directions at appropriate cognitive level
- Uses vocabulary, sentence structure, and examples that are understandable to participants
- Participants are able to follow directions without asking many questions for clarification

3.3 Speaks fluently

Behavioral Indicators:
- Speaks fluently without halting in expression
- Shows an absence of false starts, redundant or repeated words, or tangles of words
- Demonstrates a command of the content and information being presented to maximize effective communication

3.5 Listens to participants comments and opinions

Behavioral Indicators:
- Maintains consistent eye contact as participants are speaking
- Accurately reflects the feeling and content of participants' statements
- Uses paraphrasing accurately and appropriately
- Connects what participants say to the content of the activity

3.6 Uses a variety of instructional methods and materials

Behavioral Indicators:
- Uses lectures, demonstrations, hands-on activities, and other methods
- Uses auditory and visual media to assist with presentation
- Uses small group activities to allow more exchange of ideas

3.7 Is open to comments and suggestions from group

Behavioral Indicators:
- Adapts or adjusts presentation as group ideas or suggestions indicate
- Thanks participants for their input
- Avoids body language or verbal statements that suggest non-acceptance.

3.8 Summarizes main points of presentation

Behavioral Indicators:
- Concludes presentation with a summary statement
- Asks questions of participants that provide summary responses
- Avoids abrupt ending to presentation
- Recaps main points covered in the presentation

FEEDBACK

4.1 Affirms participant responses

Behavioral Indicators:
- Gives positive responses (verbal and nonverbal) to participant statements
- Uses reinforcing behaviors to let participants know they are valued members of the group
- Moves around the group to "equalize" distance between counselor and group members

4.2 Reinforces participant willingness to share

Behavioral Indicators:
- Thanks group members for contributing
- Connects information shared by one participant to what others in the group have said
- Uses activities to allow participants to share in the least threatening setting

4.3 Gives clear and concise answers to questions

Behavioral Indicators:
- Avoids lengthy responses to questions
- Asks the participant if they "understand now?"
- Uses understandable language, void of "jargon."

4.4 Provides effective feedback to all participants

Behavioral Indicators
- Treats all participants equally
- Avoids giving an inordinate amount of attention/feedback to a select few

OUTCOME

5.1 Asks for participant feedback about presentation

Behavioral Indicators:
- Uses evaluation forms for participants to complete about the presentation
- Asks participants to share their feelings about the session

5.2 Uses evaluative measures to determine success of presentation

Behavioral Indicators:
- Asks participants to list the points/information they gained from the presentation
- Uses some form of written evaluation

(1)

CONSULTATION OBSERVATION INSTRUMENT

Observer: This form can be used to observe counselor skills in various consulting relationships. The observer should be highly trained in consulting models and processes, particularly as used by counselors in school settings.

Instructions: Use this form to record consultant behaviors during a consulting session with a student, parent, teacher, other professionals, or groups.

Observation Code:
- . appropriate use of practice
- + strong or positive use of practice
- - weak or negative use of practice
- NA not observed

****

1. INTRODUCTION
   - 1.1 Establishes rapport
   - 1.2 States purpose of session
   - 1.3 Uses attending skills and accurate listening skills
   - 1.4 Demonstrates clear understanding of consultee's concerns

---

2. EXPLORATION
   - 2.1 Uses appropriate questioning skills
   - 2.2 Helps consultee feel comfortable about discussing concerns
   - 2.3 Helps explore alternative solutions
   - 2.4 Provides accurate information
   - 2.5 Relies on the expertise of consultee
   - 2.6 Is accepting of other's ideas
   - 2.7 Helps narrow down alternatives
   - 2.8 Makes helpful, practical, and reasonable suggestions

---

3. ACTION
   - 3.1 Moves the consultee toward appropriate decisions
   - 3.2 Helps with assignment of responsibilities
   - 3.3 Seeks agreement about the plan of action
   - 3.4 Clarifies role responsibilities
   - 3.5 Helps set a timeline for action

---

4. CLOSURE
   - 4.1 Summarizes the decision made and responsibilities assigned
   - 4.2 Expresses optimism
   - 4.3 Sets date for followup conference
   - 4.4 Closes session

(1) Developed by John J. Schmidt, Ed.D., Coordinator, School Counseling Section, Division of Student Services, Dept. of Public Instruction, Raleigh, NC, 1988.

CONSULTATION OBSERVATION INSTRUMENT: BEHAVIORAL INDICATORS

The following behavioral indicators are sample behaviors that indicate successful use of specific consulting competencies and skills. These behavioral indicators coincide with specific categories and competencies on the Consultation Observation Instrument.

1.0 INTRODUCTION

1.1 Establishes rapport

Behavioral Indicators:
- Uses friendly, pleasant behaviors
- Introduces self, and others if appropriate
- Talks about topical areas in which consultee is competent
- Listens actively (e.g., uses reflecting and paraphrasing)
- Uses statements to put consultee at ease

1.2 States purpose of session

Behavioral Indicators:
- Takes initiative to focus on purpose of the meeting
- Clearly states the reason for the meeting
- Asks consultee if he/she has same purpose in mind
- Resolves differences, if any

1.3 Uses attending skills and accurate listening skills

Behavior Indicators:
- Looks at consultee and maintains consistent, warm eye contact
- Uses appropriate body posture (e.g., open posture, leaning forward)
- Accurately reflects feelings and/or content
- Uses appropriate paraphrasing
- Gives feedback to consultee

1.4 Demonstrates clear understanding of consultee's concerns

Behavior Indicators:
- Uses reflecting and paraphrasing skills to accurately restate consultee's concerns
- Summarizes concerns and issues that are presented

2.0 EXPLORATION

2.1 Uses appropriate questioning skills

Behavioral Indicators:
- Uses a minimum number of "closed" questions
- Uses open-ended questions to clarify, and to encourage the consultee to give his/her opinions
- Avoids judgmental types of questioning (e.g., "But don't you think that....?"

2.2 Helps consultee feel comfortable about discussing concerns

Behavioral Indicators:
- Uses supportive comments and gestures
- Appropriately self-discloses information to show empathy

2.3 Helps explore alternative solutions

Behavioral Indicators:
- Encourages consultee to share ideas for solutions
- Uses brainstorming procedures
- Asks consultee which alternatives are not reasonable or realistic

2.4 Provides accurate information

Behavioral Indicators:
- Provides correct information (e.g., correct interpretation of testing results or other data)
- If information is not known, says so and indicates that an answer will be found
- Does not "make up" an answer

2.5 Relies on expertise of consultee

Behavioral Indicators:
- Asks for the opinion of consultee
- Lets the consultee know that his/her input is valued
- Uses statements such as: "You probably have a lot of information that can help us."

2.6 Is accepting of other's ideas

Behavioral Indicators:
- Avoids shutting off other's by phrases such as: "That wouldn't work" or "It's been tried before."
- Provides the time to explore all ideas

2.7 Helps narrow down alternatives

Behavioral Indicators:
- Asks consultee to give "pros" and "cons" about each idea
- Helps consultee to consider factors that may affect one or more of the alternatives: money, time, space, etc.

2.8 Makes helpful, practical and reasonable suggestions

Behavioral Indicators:
- Makes suggestions that are within the developmental abilities of the consultee
- Makes suggestions that are morally, legally, and institutionally appropriate

3.0 ACTION

3.1 Moves the consultee towards an appropriate decision

Behavioral Indicators:
- Summarizes concerns and possible alternatives
- Asks consultee which of the alternatives seems "best"
- Estimates how committed consultee is to solving the concern

3.2 Helps with assignment of responsibilities

Behavioral Indicators:
- Asks consultee which part of the plan he/she can implement
- Summarizes who has accepted what responsibilities

3.3 Seeks agreement about plan of action

Behavioral Indicators:
- Asks the consultee if he/she agrees with the plan of action
- Asks the consultee if he/she understands each part of the plan
- Clarifies any uncertainties

3.4 Clarifies role responsibilities

Behavioral Indicators:
- Uses statements that clearly determine who is responsible for what (e.g., what will the teacher do, what will the parent do, and what will the counselor do?)

3.5 Helps set a time line for action

Behavioral Indicators:
- Seeks agreement from consultee about a time line for tasks to be completed
- Makes notes on agreed timelines

4.0 CLOSURE

4.1 Summarizes the decision made and responsibilities assigned

Behavioral Indicators:
- Restates the plan and each person's responsibilities

4.2 Expresses optimism

Behavioral Indicators:
- Maintains a positive attitude and posture
- Uses reassuring statements about the consultee's abilities to handle the situation

4.3 Sets date for follow-up conference

Behavioral Indicators
- Asks consultee to choose from a couple of dates and times

4.4 Closes session

Behavioral Indicators:
- Uses statements that bring the meeting to an end (e.g., "This has been very helpful, I will look forward to our next meeting.")
- After meeting adjourns, uses statements that moves the conversation towards other "informal" topics (e.g., "Have a safe drive on your way home.")

CONSULTANT INTERVIEW FORM (1)

Interviewer: This form can be used to assist counselors in understanding, implementing, and evaluating their consulting relationships. An interviewer who uses this form should be trained in consulting models and processes, particularly as used by school counselors.

Instructions: Use this form to interview the school counselor about a specific consulting relationship that the counselor has facilitated. Ideally, the form should be used in more than one interview about the same consulting relationship. Two or more interviews are recommended.

1. The counselor is able to adequately express the primary concerns/problems identified by the consultee(s). The counselor describes the methods used to gather data and other information to examine these primary concerns.

2. The counselor is able to describe the consultation model (e.g., behavioral, psychodynamic) or the consulting mode (e.g., expert, prescriber, educator, collaborator) used in this consulting relationship. The approach seems appropriate for the primary concerns.

3. The counselor can describe how solutions/strategies were chosen by the participants in the consulting relationship, and how assignments and responsibilities were designated.

4. The counselor discusses follow-up activities and the current status of the consulting relationships.

(1) Developed by John J. Schmidt, Ed.D., Coordinator, School Counseling Section, Division of Student Services, Dep. of Public Instruction, Raleigh, NC, 1988.

SECTION III

SCHOOL PSYCHOLOGISTS

SECTION III - A

PERFORMANCE APPRAISAL INSTRUMENT

FOR

SCHOOL PSYCHOLOGISTS

SCHOOL PSYCHOLOGIST PERFORMANCE APPRAISAL PROCESS

Guidelines

1. The supervisor/evaluator(s) and the school psychologist mutually define the job functions and competencies to be evaluated at the beginning of each year. The function and/or competencies may be modified to meet the specified role of an individual school psychologist in the local education agency, but all modifications must be noted and signed by the psychologist and the supervisor.

2. A plan for evaluation, feedback, and indicated revision of performance standards is developed. Designated times for formative feedback during the year should be included.

3. Multiple sources of information and data used to evaluate competencies and functions are considered, especially for areas where observations may intrude on the service being delivered (e.g., counseling and assessment).

4. Attempts are made to have a trained psychologist evaluate the employed school psychologist on technical and professional aspects of practice (e.g., assessment, psychological interventions, consultation). Such peer evaluation is especially important during years when the school psychologist is being considered for advancement on the career ladder.

5. Once the evaluation is completed as specified on the performance appraisal instrument, the supervisor and school psychologist develop professional development plans. Professional development plans should not be limited to areas of deficiency but should be developed for areas "at standard" or higher in which the school psychologist may have special interests or desire continued growth.

JOB DESCRIPTION OF THE SCHOOL PSYCHOLOGIST

REPORTS TO: Superintendent, Level II or Level III School Psychologists, Director, or Associate or Assistant Superintendent.

SUPERVISES: May supervise professional, paraprofessional and clerical staff.

PURPOSES: To facilitate learning and to promote the cognitive, social and personal development of all students.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: ASSESSMENT AND INTERPRETATION

Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

2. MAJOR FUNCTION: DIRECT INTERVENTIONS FOR STUDENTS

Provides interventions to students to support the teaching process and to maximize learning and adjustment.

3. MAJOR FUNCTION: CONSULTATION AND TRAINING

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.

4. MAJOR FUNCTION: PROGRAM DEVELOPMENT

Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

5. MAJOR FUNCTION: SCHOOL PSYCHOLOGY PROGRAM IMPLEMENTATION

Delivers a planned and coordinated program of psychological services.

6. MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

7. MAJOR FUNCTION: COMMUNICATION AND RELATIONSHIP SKILLS

Communicates effectively with students, parents, and school staff.

SCHOOL PSYCHOLOGIST PERFORMANCE APPRAISAL INSTRUMENT

INSTRUCTIONS:

1. The evaluator is to rate the school psychologist on six-point scale as indicated below.
2. The competencies pertinent to each major function must be selected and discussed by the supervisor and psychologist at the beginning of the year.
3. The evaluator is encouraged to add pertinent comments at the end of each major function.
4. The school psychologist is provided an opportunity to react to the evaluator's ratings and comments.
5. The evaluator and the school psychologist must discuss the results of the appraisal and any recommended action pertinent to it.
6. The school psychologist and the evaluator must sign the instrument in the assigned spaces.
7. The instrument must be filed in the school psychologist's personnel folder.

School Psychologist Name:

_____

School or Base-assignment:

_____

	Rating Scale (Please Check)					
	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
1.0 MAJOR FUNCTION: ASSESSMENT AND INTERPRETATION						

1.1 Assists in early identification of students' learning and adjustment problems.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.

1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).

1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.

1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.

1.6 Assists in planning and developing interventions, programs and/or services based on the identified needs of the student or group of students.

Comments _____

_____

2.0 MAJOR FUNCTION: DIRECT INTERVENTIONS FOR STUDENTS

2.1 Teaches students how to develop effective learning strategies and personal and social skills.

2.2 Counsels students on educational and personal adjustment issues.

2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.

Comments _____

_____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

3.0 MAJOR FUNCTION: CONSULTATION AND TRAINING

3.1 Demonstrates knowledge of consultation models and processes.

3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.

3.3 Consults with teachers and other school staff on classroom, school, or system needs.

3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.

3.5 Interprets educational policies, programs, and procedures related to psychological services.

3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.

3.7 Plans and implements in-service programs for staff and/or parents.

Comments _____

_____

4.0 MAJOR FUNCTION: PROGRAM DEVELOPMENT

4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.

4.2 Works with others to develop programs and program strategies to maximize learning for students.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

4.3 Assists in planning for the evaluation of programs.

4.4 Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations.

Comments _____

_____

5.0 MAJOR FUNCTION: SCHOOL PSYCHOLOGY PROGRAM IMPLEMENTATION

5.1 Assists in the development of a comprehensive program of services to all students.

5.2 Adheres to established program goals, priorities, and objectives.

5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.

Comments _____

_____

6.0 MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

6.1 Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.

6.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

6.3 Works to ensure students' rights and welfare in the school and community.

6.4 Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.

Comments _____

_____

7.0 MAJOR FUNCTION: COMMUNICATION AND RELATIONSHIP SKILLS

7.1 Effectively communicates knowledge and ideas orally to individuals and groups.

7.2 Effectively communicates knowledge and ideas in writing.

7.3 Maintains effective interpersonal relationships and communication in the professional setting.

Comments _____

_____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Evaluator's Summary Comments _____

_____

_____

_____

School Psychologist's Reactions to Evaluation _____

_____

_____

_____

_____
Evaluator's signature and date

_____
School Psychologist's signature and date

Signature indicates that the written evaluation has been seen and discussed.

SCHOOL PSYCHOLOGIST PERFORMANCE APPRAISAL SYSTEM

INSTRUCTIONS:

1. Based on the evidence from observation, discussion, and other forms of data collection, the evaluator is to rate the school psychologists performance with respect to the seven major functions listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The psychologist is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the psychologist must discuss the results of the appraisal and any recommended action pertinent to it.
5. The psychologist and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the psychologist's personnel folder.
7. The rating scale will be as follows:

Level of Performance

6. Superior
Performance within this function area is consistently outstanding. Practices are demonstrated at the highest level of performance. Psychologist continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard
Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. School psychologist frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard
Performance within this function area is frequently high. Some practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. School psychologist sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard
Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. Psychologist maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard
Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Psychologist requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory
Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Psychologist requires close and frequent supervision in the performance of all responsibilities.

SECTION III - B

PERFORMANCE APPRAISAL FUNCTIONS, COMPETENCIES, AND SAMPLE EVIDENCES FOR SCHOOL PSYCHOLOGY

SCHOOL PSYCHOLOGY: PERFORMANCE APPRAISAL FUNCTIONS, COMPETENCIES AND SAMPLE EVIDENCES.

1.0 MAJOR FUNCTION: ASSESSMENT AND INTERPRETATION

Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs.

1.1 Assists in early identification of students' learning and adjustment problems.

Sample Evidences

a. Collaborates with school staff in the development of screening procedures and the selection of screening instruments.

b. Assists in the selection and utilization of (annual) group tests; utilizes group test data to identify students at risk.

c. Serves on school-based assistance teams, screening committees or other similar groups.

1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards.

Sample Evidences

a. Reviews evaluation referrals for clarity and specificity; obtains additional information as needed.

b. Selects assessment procedures according to reasons for referral and diagnostic data needed.

c. Demonstrates assessment knowledge and skills in the areas of academic performance, social/emotional functioning, behavior, and organizational variables.

d. Reports contain evidence of multi-sourced assessments including: curriculum-based assessment, criterion-referenced instruments, systems of observation and interaction, norm-referenced instruments, questionnaires, checklists, and/or rating scales.

e. Considers interactions among the different areas assessed in determining the student's needs.

f. Interviews with with students, teachers, and parents (when possible) are a regular part of assessment procedures.

g. Applies psychological and psychoeducational assessment techniques and procedures in a valid manner (e.g., establishes rapport, follows standardized procedures, identifies factors which may influence assessment outcomes).

1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).

Sample Evidences

a. Selects assessment procedures designed to reduce bias in testing and evaluation.

b. Reports cautions and limitations in interpretation of data based on student characteristics.

1.4 Assists in identifying factors in the learning environment that may affect the student and assessing their degree of impact.

Sample Evidences

a. Serves on assistance teams and assists with the development of prereferral interventions.

b. Conducts interviews with teachers and parents to determine setting or environmental factors (including antecedents and consequences) that may contribute to the student's behavior and progress.

c. Assesses classroom and/or school situations using observational systems, questionnaires, environmental checklists, sociometrics, etc., as part of the assessment procedures.

d. Assessments include information on classroom interactions, the instructional environment, other setting factors that may be relevant to student performance.

e. Considers the interaction of these environmental factors with student characteristics and needs.

1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement.

Sample Evidences

a. Integrates data from a multi-sourced assessments to identify students' characteristics, strengths, and needs.

b. Derives logical and relevant hypotheses about the implications of all available data (e.g., test results, observations, historical/developmental information) which address referral questions and suggest potential intervention strategies.

c. Considers the impact of classroom environments, interventions attempted to date (degree to which implemented and outcomes) and any other pertinent information when making a classification decision.

d. Attributes limits and confidence levels to hypotheses.

1.6 Assists in planning and developing interventions, programs and/or services based on the identified needs of the student or group of students.

Sample Evidences

a. Collaborates with other staff in planning for students.

b. Intervention programs are comprehensive, addressing academic, behavioral, and social-emotional needs as appropriate.

c. Intervention program objectives are clearly related to identified needs.

2.0 MAJOR FUNCTION: DIRECT INTERVENTIONS FOR STUDENTS

Provides interventions to students to support the teaching process and to maximize learning and adjustment.

2.1 Teaches students how to develop effective learning strategies and personal and social skills.

Sample Evidences

a. Assists students in developing effective ways to retain and process information.

b. Assists students in developing self-monitoring strategies or other cognitive skills.

c. Provides direct instruction when necessary on a short-term basis, especially to determine appropriate instructional methods.

d. Provides social and/or cognitive skills training for individual or groups of students (e.g., decision-making skills, refusal skills, assertiveness).

e. Participates in developing and implementing prevention programs related to current social concerns (e.g., suicide, substance abuse, teenage pregnancy, dropouts).

2.2 Counsels students on educational and personal adjustment issues.

Sample Evidences

a. Helps students understand their own learning needs and styles.

b. Conducts individual and/or group counseling sessions that focus on improving educational progress and personal adjustment.

c. Selects counseling approaches appropriate to student(s) concerns and characteristics.

d. Intervenes with students in crisis situations.

e. Counsels with students and parents as a family system.

2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.

Sample Evidences

a. Establishes timelines for reviewing effectiveness of interventions.

b. Determines if the interventions were implemented as planned.

c. Solicits feedback (via direct contact, questionnaires, etc.) from parents, teachers, and other school personnel, as appropriate, regarding perceived effectiveness of interventions.

d. Determines effectiveness of intervention(s) based on objectives generated during planning.

e. Based on effectiveness feedback, the psychologist collaborates with others as necessary to modify current interventions and/or generate new interventions.

f. Views modification as an ongoing process to meet the identified or changing needs of students.

3.0 MAJOR FUNCTION: CONSULTATION AND TRAINING

Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.

3.1 Demonstrates knowledge of consultation models and processes.

Sample Evidences

a. Understands more than one model of consultation. (e.g., behavioral, mental health, organizational development).

b. Explains the particular approach used and why it was selected.

c. Analyzes where breakdowns in the consultation process occur.

3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.

Sample Evidences

a. Applies knowledge of effective consultation procedures in working with parents, teachers and other school personnel.

b. Conducts conferences with teachers and other school personnel to discuss student needs and cooperatively develops plans to facilitate student learning and adjustment.

c. Consults with parents about intervention strategies to meet students' needs.

d. Collaborates with parents, teachers, and other school staff in implementing intervention strategies in a systematic manner.

3.3 Consults with teachers and other school staff on classroom, school, and/or system needs.

Sample Evidences

a. Provides consultation on classroom management procedures and classroom organizational structures.

b. Provides consultation on application of effective schools and teaching principles and ways to increase academic engaged time for students.

3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.

Sample Evidences

a. Recognizes when there is a need for utilizing outside resources.

b. Ensures that students and families know about available community services and programs and assists them in accessing these services as appropriate.

c. Represents the school system at appropriate interagency meetings.

3.5 Interprets educational policies, programs, and procedures related to psychological services.

Sample Evidences

a. Explains laws, policies, and regulations related to services and programs for students to parents, teachers, and other school personnel.

b. Helps inform community agencies about school system programs and services and explains relevant policies and procedures.

3.6 Provides information, and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.

Sample Evidences

a. Disseminates information through school or parent newsletter.

b. Is knowledgeable about current research in psychology and education.

c. Incorporates relevant research findings into daily practice and in work with school staff and parent groups.

d. Shares and interprets research findings applicable to the educational setting with teachers and other school personnel.

3.7 Plans and implements in-service programs for staff and/or parents.

Sample Evidences

a. Assesses the in-service needs of teachers and parents and recommends appropriate in-service programs.

b. Reviews materials, identifies resources, and designs in-service training for parents and school staff.

c. Conducts in-service workshops for teachers and/or parent education programs.

d. Evaluates in-service activities to determine effectiveness.

4.0 MAJOR FUNCTION: PROGRAM DEVELOPMENT

Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.

(Note. For the initially certified school psychologist, program development may focus on the classroom or school level. Systemwide programs may be included if the psychologist and school system choose but are not considered essential.)

4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.

Sample Evidences

a. Assists in designing procedures for conducting needs assessments.

b. Assists in collection and analysis of data to assess student and system characteristics and program needs.

c. Helps interpret data collected, including significance and confidence limits.

d. Uses data to identify needs and generate recommendations.

4.2 Works with others to develop programs and program strategies to maximize learning for students.

Sample Evidences

a. Demonstrates familiarity with system or school philosophy, goals programs, and curriculum.

b. Displays familiarity with current research in learning and education and brings this knowledge to bear in instructional planning.

c. Plans programs to meet assessed need within the constraints of available resources or works for the development of new resources needed.

4.3 Assists in planning for the evaluation of programs.

Sample Evidences

a. Works with others to develop overall program evaluation designs.

b. Helps to design methods for collecting program evaluation data, including questionnaires, standardized tests, observation records, etc.

c. Considers both quantitative and qualitative measures for determining effectiveness.

4.4 Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations.

Sample Evidences

a. Applies knowledge of statistics to assist in analyzing and interpreting evaluation results.

b. Considers evidence that specified objectives were obtained, as well as the impact on the broader instructional or school program.

c. Assists in drawing appropriate conclusions from evaluation data, and in generating recommendations for program improvement and/or continuation.

d. Assists in writing up program evaluation results and in their presentation to school personnel, parents, and community.

5.0 MAJOR FUNCTION: SCHOOL PSYCHOLOGY PROGRAM IMPLEMENTATION

Delivers a planned and coordinated program of psychological services.

5.1 Assists in the development of a comprehensive program of services to all students.

Sample Evidences

a. Works to develop program objectives which address the three basic goals of service delivery: prevention/development, early intervention, and remediation.

b. Establishes priorities for service delivery in the schools in collaboration with appropriate school staff.

c. Assists in the development and/or revision of school psychologist's job descriptions.

5.2 Adheres to established program goals, priorities, and objectives.

Sample Evidences

a. Follows established policies and procedures in delivering services in the schools.

b. Arranges time and schedule to meet specified objectives and student needs, including the development of time lines for different services if needed.

c. Collaborates with other school personnel to accomplish program goals and objectives.

d. Evaluates program goals, priorities, and objectives at least annually and makes recommendations for needed changes.

5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.

Sample Evidences

a. Maintains records of referrals, as well as all services requested and delivered.

b. Maintains a system of confidentiality for records and files.

c. Considers multiple methods for evaluating services (e.g., time and service logs, consumer feedback, outcome measures).

d. Provides written reports of services provided to students, parents, and school staff.

6.0 MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

6.1 Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.

Sample Evidences

a. Maintains copies of ethical principles and professional standards of practice in professional files.

b. Demonstrates the ability to interpret and apply ethical principles and standards of practice to delivery of services in the schools.

c. Limits professional practice in the schools to demonstrated areas of training and competence.

d. Involves peers, supervisors and administrators in the resolution of any conflicts between professional ethics and practice standards and practices in schools.

e. Advocates for acceptance of professional standards of practice and ethical principles as integral parts of the school psychology program.

6.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.

Sample Evidences

a. Demonstrates knowledge of and adheres to federal, state, and local policies and regulations which are applicable to the practice of psychology in the schools.

b. Understands and adheres to the statutes and regulations addressing the civil and legal rights of students, parents, and school personnel.

c. Complies with established lines of authority, within the parameters of professional standards of practice and ethical principles.

6.3 Works to ensure students' rights and welfare in the school and community.

Sample Evidences

a. Takes an active role in ensuring that appropriate school services for students are provided.

b. Takes an active role in obtaining appropriate community services.

6.4 Engages in continuing professional development by assessing one's own needs and seeking ways to address needs.

Sample Evidences

a. Identifies needed areas of professional development by periodic self-study and priority setting.

b. Shares needs for professional development with supervisor.

c. Develops a written plan for attaining professional development with timelines, goals, and resources. Considers various ways of obtaining needed professional development (e.g., workshops, courses, self-directed study).

d. Identifies methods for evaluating continuing professional development outcomes, including actual knowledge and skills acquired and the extent to which they are being used.

e. Solicits input or feedback from others.

7.0 MAJOR FUNCTION: COMMUNICATION AND RELATIONSHIP SKILLS

Communicates effectively with students, parents, and school staff.

7.1 Effectively communicates knowledge and ideas orally to individuals and groups.

Sample Evidences

a. Presents ideas in a planned, orderly, and coherent manner.

b. Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.

c. Distinguishes data from professional judgment and represents both as appropriate.

d. Presents information critical to the decisions to be made, but maintains appropriate confidentiality.

7.2 Effectively communicates knowledge and ideas in writing.

Sample Evidences

a. Presents ideas in a planned, orderly, and coherent manner.

b. Uses educationally relevant and common terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term.

c. Data are provided to back up professional judgment, and both data and professional judgment are evident and clearly distinguished.

d. Reports maintain confidentiality and include only data that are relevant to learning, academic, behavioral, or school problems and to to needed services.

7.3 Maintains effective interpersonal relationships and communication in the professional setting.

Sample Evidences

a. Listens attentively to others as demonstrated through verbal behaviors such as acknowledging, reflecting, paraphrasing, summarizing, clarifying, and elaborating.

b. Sustains helping relationships by displaying respect, acceptance, empathy, genuineness, and warmth toward others.

c. Demonstrates ability to confront a person or persons with relevant issues.

d. Understands and works within one's role in the system and contributes to the total efforts of school psychological services, student services, and the LEA by demonstrating such attributes as sharing, cooperation, and assuming responsibilities.

SECTION III - C

SUGGESTED DATA COLLECTION METHODS

BY COMPETENCY AREA FOR

SCHOOL PSYCHOLOGISTS

SCHOOL PSYCHOLOGIST: SUGGESTED DATA COLLECTION METHODS

Functions and Competencies	Sample Data Collection Methods
1.0 ASSESSMENT AND INTERPRETATION	
1.1 Assists in early identification of student's learning/adjustment problems.	.Activity logs/reports regarding services (e.g., group testing functions, assistance teams) .Observation of participation in decision-making .Review of recommendations made using group/other data
*1.2 Conducts assessments appropriate to the focus of concern and according to prevailing professional standards	.Observation/simulations/videotapes .Review of reports (e.g., variety of procedures, appropriate interpretations) .Interview regarding how decisions are made
*1.3 Conducts assessments with consideration of the characteristics of the student or group of students (including ethnic, cultural, socio-economic, and handicapping considerations).	.Interview regarding how these factors are considered .Review of reports for procedures used and interpretations
*1.4 Assists in identifying factors in the learning environment that may effect the student and assessing their degree of impact.	.Observations (teams; teacher interviews) .Review of reports
*1.5 Integrates data from assessment procedures and develops hypotheses relative to (1) instructional and educational programming and (2) program eligibility and placement	.Review of reports .Feedback from users of recommendations .Observation of recommendations & interpretations given in teams (SBC, APC, TAT)
1.6 Assists in planning and developing interventions, programs and/or services based on the identified needs of the student or group of students.	.Observations (team meetings, teacher conferences, etc.) .Review of reports of intervention plans .Feedback from teachers, school staff.

Functions and Competencies	Sample Data Collection Methods
2.0 DIRECT INTERVENTIONS FOR STUDENTS	
*2.1 Teaches students how to develop effective learning strategies and personal and social skills.	.Activity/time logs .Observation .Teacher and/or student feedback (surveys/interviews) .Review of program materials developed .Interviews with psychologist
*2.2 Counsels students on educational and personal adjustment issues.	.Audio tapes/simulations/observations (obs. done only if absoulutely essential and with special care) .Interviews with psychologists re: process/decision-making .Activity/time logs .Client feedback (surveys/interviews)
*2.3 Evaluates effectiveness of individual and group interventions and modifies interventions based on data collected.	.Activity/time (for follow-up) .Review intervention & follow-up records .Feedback from teachers/clients .Behavior change data (outcome)
3.0 CONSULTATION AND TRAINING	
*3.1 Demonstrates knowledge of consultation models and processes.	.Interviews re: selection & use of consultative approach .Observations
*3.2 Consults with teachers, other school staff, and parents about ways to facilitate learning and adjustment for individuals or groups of students.	.Activity/time logs .Observations .Reviews of consultation and follow-up records.
*3.3 Consults with teachers and other school staff on classroom, school, and/or system needs.	.Activity logs .Observations .Feedback from teachers, administrators, others (formal and incidental) .Review of consultation and follow-up records.
3.4 Helps provide liaison and coordination between the school system and other relevant agencies to facilitate services for students and families.	.Activity logs .Observations .Feedback from students, parents, agencies re: appropriateness

Functions and Competencies	Sample Data Collection Methods
3.5 Interprets educational policies, programs, and procedures related to psychological services.	.Observation of conferences, team meetings, etc. .Feedback form teachers, administrators
*3.6 Provides information and/or education in the application of learning theory, child development, and other psychological principles to school personnel and parents.	.Review of products (e.g., newsletters) .Observation (e.g., conferences with school personnel) .Review reports for updated information
3.7 Plans and implements in-service programs for staff and/or parents.	.Review in-service materials/products .Observations of in-service .Participant evaluations
4.0 PROGRAM DEVELOPMENT	
4.1 Conducts and/or assists in conducting formal and informal needs assessment to determine program characteristics and needs.	.Observation of meetings, etc. .Feedback from those involved .Review of instruments developed, reports written, recommendations made
4.2 Works with others to develop programs and strategies to maximize learning for students.	.Observations (formal/incidental) .Review written products .Feedback from others involved
4.3 Assists in planning for the evaluation of programs.	.Feedback from others .Observations of discussions/meetings .Review evaluation instruments, designs, etc.
4.4 Assists school personnel in analyzing, interpreting, and disseminating results of program evaluations.	.Observations .Review written reports .Interviews
5.0 SCHOOL PSYCHOLOGY PROGRAM IMPLEMENTATION	
5.1 Assists in the development of a comprehensive program of services to all students.	.Observation (participation in development) .Activity reports
5.2 Adheres to established program goals, priorities, and objectives.	.Incidental observation/feedback .Time/Activity logs .Annual reports

Functions and Competencies	Sample Data Collection Methods
5.3 Plans, maintains, and/or participates in a system of accountability for services delivered.	.Review types of reporting systems .Written reports of services delivered .Interviews with psychologist .Program outcome studies
6.0 PROFESSIONAL PRACTICE AND DEVELOPMENT	
*6.1 Delivers services consistent with the National Association of School Psychologists (NASP) and the American Psychological Association (APA) ethical principles and professional standards of practice.	.Evidence of ethics and standards on file for references .Observation (conferences, team meetings) .Interviews with psychologist re: standards .Incidental feedback
6.2 Observes federal, state, and local policies and regulations in the delivery of school psychological services.	.Evidence of policies and regulations on file for reference .Observations (conferences, team meetings) .Interviews with psychologist .Incidental feedback
6.3 Works to ensure students' rights and welfare in school and community.	.Observations .Feedback (parents, school staff)
6.4 Engages in continuing professional development by assessing own needs and seeking ways to address needs.	.Review professional development plan .Interviews with psychologist re: self-assessment .Review other records (e.g., actual staff development attended) .Changes in actual practice
7.0 COMMUNICATION AND RELATIONSHIP SKILLS	
*7.1 Effectively communicates knowledge and ideas orally to individuals and groups.	.Observations - meetings, conferences, consultations .Feedback - consumers, school staff
*7.2 Effectively communicates knowledge and ideas in writing.	.Review of written products .Feedback from consumers
*7.3 Maintains effective interpersonal relationships and communications in the professional setting.	.Observation .Feedback from consumers

*Assistance with data collection and complete analysis of these competencies may be needed from another school psychologist or professionsal knowledgeable in the technical aspects of the skills.

SECTION III - D

SAMPLE DATA COLLECTION FORMS AND EVALUATION CRITERIA

FOR

SCHOOL PSYCHOLOGISTS

Notes: Forms with an asterisk indicating "NASP" were taken from : J. Zins (Ed.) (1982). Accountability for School Psychologists: Developing Trends. National Association of School Psychologists.

Additional forms and criteria may be adapted from the School Counseling (II-D) Section.

INDEX OF SAMPLE DATA COLLECTION PROCEDURES
BY MAJOR FUNCTIONS FOR SCHOOL PSYCHOLOGISTS

Functions:
1.0 Assessment and Interpretation
2.0 Direct Interventions for Students
3.0 Consultation and Training
4.0 Program Development
5.0 School Psychology Program Implementation
6.0 Professional Practices and Development
7.0 Communication and Relationship Skills

Functions 1	2	3	4	5	6	7	Sample Form or Data Collection Procedure	Page
X	X	X	X				Weekly Summary Report	III-31
X	X	X	X	X			Time Accountability Summary Sheet	III-32
X	X	X	X	X			LaGrange Time Analysis System	III-33
X						X	Evaluation Form for Psychological Reports	III-39
X						X	Guidelines for Psychologists Observation	III-41
X	X						Psychological Assessment, Intervention, and Follow-up Checklist	III-42
					X	X	Guidelines for Assessing Psychological Reports	III-44
	X						Individual Counseling Evaluation	III-46
	X	X					Intervention for Learning and Behavior Problems	III-47
		X					Feedback Letter	III-49
	X	X					Monitoring Form - Goals and Objectives	III-50
		X					Consulting Contact Record Form	III-51
	X	X					Psychologists Data Management System	III-52
		X					Behavioral Consultation Process	III-59
		X				X	Consultation Observation Instrument	III-62
		X				X	Consultation: Feedback and Relationship Rating Scales	III-69

Functions							Sample Form of Data Collection Procedure	Page
1	2	3	4	5	6	7		
		X			X		Conference Skills : Professional Self-Management	III-71
		X	X		X	X	Educational Services - Principal Questionnaire	III-72
X		X				X	Psychological Services Assessment Questionnaire	III-75
		X				X	School District Parent Questionnaire	III-79
X	X	X	X	X X	X	X	Annual Evaluation of Psychology Staff Appendix A: Psychologist Interview Appendix B: Principal Interview	III-80

SCHOOL PSYCHOLOGIST

RECORD KEEPING AND MONITORING PROCESS *

In order for the Director of Student Services to more effectively monitor the activities of the districts school psychologists and in order to provide each school psychologist with a summary of his/her activities a weekly report will be completed and turned in on the last day of each school week. It is recommended that each psychologist keep a daily log.

WEEKLY SUMMARY REPORT

1. Number of A-Team conferences attended ____
2. Number of students discussed at A-Team conferences ____
3. Number of students assessed (standardized & non-standardized) ____
4. Number of placement conferences attended ____
5. Number of parent contacts ____
6. Number of teachers consulted ____
7. Number of written reports ____
8. Number of outside agencies contacted ____
9. Number of administrators consulted ____
10. Number of students provided direct therapy ____
    (e.g., class conferences, group counseling, individual counseling)
11. Number of students followed-up ____
12. Number of hours of in-service training ____
13. Other activities this week: _____

_____

_____

*NASP

TIME ACCOUNTABILITY SUMMARY SHEET *

Name:

Week of:

	M	T	W	Th	F	Total % Time For Week
ASSESSMENT administration and scoring of tests						
report writing						
observations						
review of student records						
INTERVENTION in-service presentations						
counseling						
direct intervention						
EVALUATION conference w/parents						
conference w/teachers						
conference w/outside professionals						
conference w/administrators						
ADMINISTRATION/ORGANIZATIONAL travel						
review and proof of reports						
preparation for testing & confer.						
attendance at meetings						
professional development						
public relations						
correspondence						
daily log						
CLERICAL						
OTHER						

COMMENTS:

*NASP

LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION
TIME ANALYSIS SYSTEM FOR SCHOOL PSYCHOLOGICAL SERVICES
DATA COLLECTION PROCEDURES FOR TIME ANALYSIS SYSTEM

The following procedures are to be used in collecting data for each task category and for recording this information on the Data Collection Form. Increments of time ranging from 0 hours to 8 hours range across the upper portion of the Data Collection Form, while task categories are listed in a column along the margin. Located within the matrix are the day abbreviations M, T, W, TH, F. Each school psychologist should record time data each day. While it is recommended that personal scheduling records be used as a reference for daily input, estimation of time rather than counting each minute is emphasized. It has been suggested from previous experience that only a few minutes are required to complete a single day's recording. Once category definitions become familiar, the entire process should soon evolve into an automatic behavior. Instructions for using the Data Collection Form are as follows:

1. Become familiar with each task listed on the left column of the sheet. The last three tasks (Assignment I, II, III) are for your personal use. These may be used in order to record time spent in particular buildings, programs, projects, etc.

2. Each column, numbers 0 through 8, represents the amount of time one may spend performing any particular task. This time is expressed in the form of hourly increments beginning with 0 and ending with 7 hours or more. The user should simply estimate the amount of time spent working on a particular task on a given day.

3. Within each box presented in the matrix appears an abbreviation for each work day. Slash or block out the correct day (M, T, W, TH, F) in the column which corresponds to the amount of time spent on each task listed. If one has not engaged in any particular task listed, indicate this by marking out the appropriate day in the 0 column.

4. If one does not work on a particular day listed, mark out all tasks in the 0 column for that day.

5. At the end of one work week, complete the last two columns on the right hand side of the sheet.

6. To find the total score for each task, one must refer to the top of the sheet where scores are listed for each column (0-8). Each marked out day will receive a score which corresponds directly to the score listed at the top of its column. These should be added across the page for each task and entered in the Total Score column on the right of the sheet.

7. When no time has been spent for a particular task during the work week, one should enter a 0 in the appropriate box under Total Score.

8. Average daily scores are obtained by dividing the Total Score for each task by the number 5. Frequently, the product obtained will be represented by a fraction or decimal. Enter this value in the appropriate box under Average Scores.

9. Please enter your initials and code number in the appropriate space provided on the far right hand side of the sheet. Also, please include the dates which correspond to the beginning and end of each work week in the appropriate spot.

10. At the end of each month, please return all completed data collection forms for group and individual analysis.

* Acknowledgement is given to Iowa Area Education Agency 6, Marshalltown, Iowa for development of the Time Analysis Manual upon which this system is based.

DATA COLLECTION FORM

SCORE	0	.5	1	2	3	4	5	6	7	8	TOTAL SCORE	AVERAGE SCORE
TIME	None	1 min.-30 min.	31 min.-1 hr.	61 min.-2 hr.	>2 hr.-3-hr.	>3 hr.-4 hr.	>4 hr.-5 hr.	>5 hr.-6 hr.	>6 hr.-7 hr.	>7 hr.		
TASK CATEGORIES	0%	.025%-7.5%	7.5%-13%	13%-25%	25%-37%	37%-50%	50%-62%	62%-75%	75%-87%	87%-100%		
1. Management	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
2. Identification	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
3. Initial Assessment	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
3.1 Individual	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
3.2 Observation	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
3.3 Adminis-trative	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
4. Re-Evaluation Assessment	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
4.1 Individual	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
4.2 Observation	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
4.3 Adminis-trative	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
5. Report Writing	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
6. SST-Case Study	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
7. Review Meetings	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
8. Consultation	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
9. Direct Intervention	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
10. Staff Development	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
11. Evaluation	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
12. Research	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
13. Program Development	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
14. Travel	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
15. Miscellaneous	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
16. Overtime	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
17. Assignment I	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
18. Assignment II	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		
19. Assignment III	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F	M T W TH F		

LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION

TIME ANALYSIS SYSTEM FOR SCHOOL PSYCHOLOGICAL SERVICES

Time Analysis Categories for School Psychological Services
(Revised 9/11/81)

1.0 Management

-Administrative committee work including time spent on advisory committees, budgeting committees, etc.
-LADSE paper work including the completion of mileage forms, personal leave forms, travel expenses, departmental reports, end-of-the-month reports, completion of case management logs, and completion of time analysis forms.
-School psychology staff meetings.

2.0 Identification and Child Find

-Any screening process including district preschool screenings.
-Student Support Team conferences to determine need for Case Study Evaluations, informal teacher conferences and interviews to determine need for evaluations or consultations.

3.0 Assessment for Initial Case Study

3.1 Individual Assessment with Children

Any individual assessment with a student conducted as part of initial case study evaluations. May include formal or informal evaluation activities conducted within the context of direct student/school psychologist contact.

3.2 Observation-Based Assessment

Any assessment activity conducted as part of initial case study which includes observational assessment of the student (classroom, playground, home, etc.).

3.3 Management Activities Associated With Assessment

Activities including arranging for evaluation, locating child, finding testing location, scheduling, etc.

4.0 Re-Evaluation

4.1 Individual Re-Evaluation

Any individual assessment conducted with a child as part of re-evaluation.

4.2 Observation-Based Assessment for Re-Evaluation

Any assessment activity conducted as part of which includes observational assessment of the student (classroom, playground, home, etc.).

4.3 Management Activities - Re-Evaluation

Activities including arranging for evaluation, locating child, finding testing location, scheduling, etc.

5.0 Psychological Report Writing

-Initial drafts, proof reading, distribution, re-evaluation reports

6.0 Student Support Team Staffings to Review Case Study Evaluations

-Student Support Team meetings to discuss results of psychological and Case Study Evaluations.
-Placement staffings to review results of Case Study Evaluation and Individualized Education Program development.

7.0 Review Meetings

-All participation in Annual Reviews.
-Student Support Team meetings to discuss results of psychological re-evaluations.
-Student Support Team meetings and staffings to review student's progress, revise IEPs, or discharge students from programs.

8.0 Consultation and Indirect Intervention

-Any services provided to those students which may include staff consultation, parent consultation, planning and modeling behavioral techniques, etc. Planning and data collection is included.
-Meeting with other Student Support Team members (including parents) to discuss assessment results prior to staffing.
-Parent Education Programs.

9.0 Direct Intervention Services

-Any direct services including group or individual counseling, behavior management and data collection, planning time, attending meetings, and necessary phone contacts. This is distinguished from 8.0 by the school psychologist's direct contact with students.

10. Staff Development

-Inservice presentations and participation in inservice activities with local education agencies, LADSE, and outside agencies. This may include informal inservices to districts or parent groups.
-Supervision of school psychologist interns or social worker interns.

-Attendance at professional workshops and conferences, including travel time.
-Observation of classrooms to increase knowledge of student and teacher behavior, curriculum, etc.
-Professional reading, which may include journals, reviewing assessment tools, publications. This does not include research for planning interventions for specific children or cases.

11.0 Evaluation

-Writing job performance goals and objectives.
-Time spent with supervisor for personal evaluation.

12.0 Research

-Time spent on formal or informal research projects, which may include any reading, planning, or data collection.

13.0 Program Development

-Time spent in planning or implementing programs (not associated with a particular student) that may be or is being implemented. For example, planning a new resource model would fall in this category.

14.0 Travel

-Travel from LADSE to assignments and between assignments.
-Special travel request by the agency.

15.0 Miscellaneous

-Any activity which does not fit into preceding categories. This should not exceed thirty minutes per day or two and one-half hours per week. This does not include time spent for lunch.

16.0 Overtime

-Any work conducted before 8:00 A.M. or after 4:30 P.M. or work during the lunch hour. Office time may include report writing, paper work, committee work, consultation, etc.

17.0 Assignments I, II, III

-Each user shall define Assignments I, II, and III in conjunction with his/her personal work load and/or interest areas. Assignments may represent particular school buildings, special programs, projects, etc. Time recorded under these headings is strictly for individual use and shall not be entered in or for group analysis. Time listed in this category may overlap with other time analysis categories.

EVALUATION FORM FOR PSYCHOLOGICAL REPORTS
(Feedback from Consumer)

We are attempting to determine how well our reports meet the needs of persons who request a psychological assessment for a student. This questionnaire is designed to provide us with information about the extent to which this report provides the information which you requested. Your feedback is very important in helping us improve the quality of our service. The first nine items can be answered by checking the appropriate response to each question. The other questions are designed so you can provide feedback about different aspects of the report.

1. To what extent does this report provide an adequate answer to the referral question(s)?
   ____ adequate ____ partially adequate ____ inadequate

2. To what extent does this report provide you with new information or insights about the student?
   ____ very helpful ____ somewhat helpful ____ not helpful

3. To what extent does this report confirm the insights that you already had about the student?
   ____ very much ____ somewhat ____ none

4. To what extent are the information and insights provided in this report helpful to you in developing new ideas of your own about working with the student?
   ____ very helpful ____ somewhat helpful ____ not helpful

5. To what extent does this report provide useful recommendations about instructional strategies that may be appropriate for this student?
   ____ very useful ____ somewhat useful ____ not useful ____ none

6. To what extent does this report provide helpful recommendations for dealing with the student's behavior?
   ____ very helpful ____ somewhat helpful ____ not useful ____ none

7. To what extent do the recommendations in this report reflect an understanding of classroom procedures?
   ____ good understanding ____ some understanding ____ poor understanding

8. What is your overall evaluation of the usefulness of this report?
   ____ highly useful ____ somewhat useful ____ not useful

9. What type of information did you request when you referred this student for a psychological evaluation?
   ____ eligibility for special education services ____ suggestions for classroom teaching ____ information to increase your understanding of the student ____ other (please specify)

10. What, if any, additional information should have been included in this report?

11. What, if any, technical terms were unclear to you?

12. What, if any, information and/or insights from the report are useful in improving your work with this student?

13. What, if any, of the recommendations will you be implementing in your work with this student?

14. What, if any, suggestions can you provide to help the examining psychologist improve the quality of his/her written reports?

15. Please indicate your position and grade level (if appropriate):
____ teacher (grade level ____) ____ special education teacher (specialty area _____), ____ counselor (level ____), ____ administrator/supervisor (level or area _____), ____ speech and language clinician (level ____), ____ other (please specify).

Psychology in the Schools, 1983 Vol. XX No. 1

Guidelines for Assessing Psychological Reports

Developed by: Sally Ward, Ph.D.
Moore County Schools

Assessment

- Appropriate instruments are used
- The assessment adequately assesses all areas of concern, either present in the initial referral or generated by results of the current evaluation
- Interpretation of test results is educationally relevant and comprehensive

Recommendations

- Recommenations address all identified need areas
- The psychologist has knowledge of rules, regulations, guidelines, and school decision-making policies
- Placement recommendation (if any) is appropriate to the data collected, instruments used, and the results obtained
- Treatment, intervention, or program planning recommendations are made and are consistent with the results obtained
- The report provides specific suggestions to teachers and other staff

Communication Skills

- The psychologist writes clearly and meaningfully
- Data is provided to back up professional judgement, and both data and professional judgement are evident and clearly distinguished
- Appropriate educational vocabulary is used, and explanation is provided of any concepts or terminology not in common educational usage
- The report maintains appropriate confidentiality and includes what is relevant to learning, academic, behavioral or school adjustment problems, or related to needed services

PSYCHOLOGICAL ASSESSMENT, INTERVENTION, AND FOLLOW-UP CHECKLIST

Name of Pupil _____

School Building and District _____

Name of Psychologist _____

Date Parent Signed Referral _____

Date Referring Person Signed Referral _____

Date Received by Psychologist _____

Date Completed

I. REFERRAL

_____ 1. Determine if referral is appropriate for child study.

_____ 2. Review referral for essential components.

_____ 3. Establish priority for service.

II. DEFINITION OF CONCERN

_____ 4. Confer with referring person(s) and others to clarify the statement of concern.

_____ 5. Formulate final statement of concern.

_____ 6. Review statement of concern with parents if major redefinition.

III. ASSESSMENT SELECTION

_____ 7. Review and analyze pertinent school records.

_____ 8. Select assessment methods appropriate to the statement of concern, psychologists competencies and individual's characteristics.

IV. DATA COLLECTION, ANALYSIS AND INTERPRETATION

_____ 9. Adhere to recommended procedures (or justify deviations) when administering and scoring non-standardized and standardized instruments.

_____ 10. Synthesize assessment data and provide statements of functioning.

_____ 11. Provide statements in a manner understandable and relevant to current functioning.

_____ 12. Provide objective evidence to support interpretations.

_____13. Interpretation of data takes into account possible error.

V. DIAGNOSIS

_____14. Develop a psychological/educational diagnosis.

_____15. Provide categorical diagnosis when warranted.

_____16. Express dissenting opinion if in disagreement.

VI. PSYCHOLOGICAL INTERVENTION

_____17. Decide if intervention is needed.

_____18. Develop potential intervention plan ideas which consider the least restrictive alternative.

_____19. Develop psychological intervention plans which (A) correspond to the statement of concern and diagnosis (B) are practical (C) contain behavioral objectives and (D) contain sufficient detail for implementation.

19A. Intervention plans correspond to statement of concern/diagnosis.

19B. Intervention plans are practical.

19C. Intervention plans contain behavioral intervention

19D. Intervention plans contain sufficient detail for implementation.

VII. FOLLOW-UP SUPPORT AND EVALUATION SYSTEM

_____20. Indicate availability to implementor of intervention plans.

_____21. Review change of behavior.

_____22. Determine if psychological service should be terminated, modified, or other services needed.

_____23. Develop generalization and maintenance plan.

Jeff Grimes, Consultant
Iowa Department of Public Instruction

Guidelines for Psychologist Observation

School-Based Committee Meeting

Developed by: Sally Ward, Ph.D.
Moore County Schools

Relationship with Staff

. Relationships evidence a spirit of friendly, cooperative professionalism

. The psychologist listens attentively when others speak; dignifies and/or values the questions and contributions of others

. The psychologist speaks clearly and considerately, in a manner conveying both self-confidence and respect for others

Knowledge

. The psychologist exhibits adequate knowledge of rules, regulations, procedures and school policies

. The presentation was well organized, concise and answered the referral question(s)

. The presentation shows clear knowledge of the client, the specific school setting, and community

. The instruments used are appropriate and adequately addres all areas of concern

. The psychologist provides specific suggestions for teachers and school related to evaluation results

. The psychologist seeks other sources, resources, or expertise when necessary (i.e., "I don't know" when doesn't know)

Communication Skills

. The psychologist uses eductionally relevant and common terms and avoids highly technical or psychologically-oriented terms unless such use is necessary and accompanied by an explanation of the term or concept

. The psychologist gauges and uses time effectively, keeping the presentation length appropriate within the meeting framework

. The psychologist maintains appropriate confidentiality and attitude of respect toward the client (brings up data and information critical to the discussion and the decisions to be made, but does not necessarily tell everthing he knows about the client)

. The psychologist distinguishes data from professional judgement and presents both, as appropriate

- The psychologist offers explanation of material presented and provides adequate justification of recommendations
- The psychologist solicits input or feedback from other staff
- The psychologist answers questions or responds to challenges without defensiveness

INDIVIDUAL COUNSELING EVALUATION

1. How many times have you visited with the psychologist this year? _____

2. Did the psychologist listen to your concerns?
_____Yes _____No _____Sometimes

3. Do you think the psychologist understood your concerns?
_____Yes _____No _____Sometimes

Comments:

4. Did the visits with the psychologist help you solve your problems?
_____Yes _____No _____Not Sure

Comments:

5. Would you visit this psychologist again, if you needed help?
_____Yes _____No _____Sometimes

Comments:

6. Would you recommend this psychologist to your friends if they needed help? _____Yes _____No _____Not Sure

Comments:

Intervention for Learning and Behavior Problems

Child's Name: _____

Teacher: _____ Psychologist: _____

1. Definition of Behavior/Problems: Date: _____

What: _____

_____

_____

_____

When: _____

_____

_____

_____

2. Measurement of Behavior: Date: _____

Procedure: _____

_____

_____

Baseline: Date: _____

_____

_____

3. Intervention Strategy: Date: _____

Procedure: _____

_____

_____

_____

_____

4. Implementor(s): Date: _____

_____

5a. Date of Follow-up and Evaluation of Strategy: _____

Data/Outcomes: _____

_____

_____

Treatment Modification: _____

_____

_____

_____

5b. Date of Follow-up and Evaluation of Strategy: _____

Data/Outcomes: _____

_____

_____

_____

Treatment Modifications: _____

_____

_____

_____

5c. Date of Follow-up and Evaluation of Strategy: _____

Data/Outcome: _____

_____

_____

_____

Feedback Letter *

Dear _____,

Approximately six weeks ago a specific recommendation was made by me concerning _____'s problem with _____ _____. The specific recommendation was as follows:

In order to improve psychological services, I am requesting that you answer the following questions. (Circle either did or did not).

(1) I (did, did not) understand the recommendation.

(2) I (did, did not) consult further with the psychologist about the recommendation.

(3) I (did, did not) attempt to implement the recommendation.

(4) I (did, did not) find the recommendation effective.

Please rate the effectiveness of the recommendation (if it was used) according to the following scale:

1	2	3	4
problem worsened	no improvement	some improvement	much improvement

Your cooperation will be greatly appreciated. Please return this form directly to me or your school secretary as soon as possible.

Thank you.

*NASP

MONITORING FORM *

Goals and Objectives

Student's Name _____ BD __/__

School District/School _____

Instructional Area _____

Goal Statement(s):

Manager _____

Implementors _____

_____

Date _____

Goal #	Behavior Sought/Objectives	Teaching Strategies/ Special Media & Materials	Success Criteria	Date Start	Date Accomp.	Evaluation Schedule

*NASP

LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION

CONSULTING CONTACT RECORD FORM *

Consultant _____ Date _____

Consultee _____ Check One:

Child's Name
(Optional) _____ _____ Conference
_____ Observation
_____ Other

Reason for Consultation: _____

_____

_____

Summary of Contact: _____

_____

_____

_____

Plan Implemented: _____

_____

_____

_____

Follow-Up and Evaluation:

Consultant _____

_____

_____

Consultee _____

_____

_____

*NASP

PSYCHOLOGISTS DATA MANAGEMENT SYSTEM (PDMS)

What is the PDMS?

The Psychologists' Data Management System is a procedure for assisting school psychologists maintain critical data about students who receive services. Information stored in the system can be retrieved by the psychologist at any time. For example, one could get information on students who had received psychological services according to the students' district, building, one specific student or all students who had received services from a given psychologist.

How does the PDMS work?

The PDMS uses a data collection form with two parts: basic data and intervention data (see attached). The basic data form is completed on all students and intervention data completed only when a psychological intervention is proposed. The information from the form is put into an APPLE microcomputer (DOS of 3.3) with two disc drives. The information can be displayed on a printer with 132 characters per line.

When a psychologist develops an intervention plan, a follow-up date is established. At the time (month) of the follow-up, a report is generated by the computer with essential data about the student and the intervention. The psychologist then ascertains if the intervention is successful, alteration(s) needed in the plan, and a new follow-up date set. The system recycles until the psychologist is completed with the case.

A psychologist could be working with 30 students each with 3 interventions, thus 90 psychological intervention plans. The PDMS helps manage this effort so that follow-through is ensured.

What do psychologists think of the PDMS?

There are several answers to this question. First, the PDMS was piloted with a staff of 18 school psychologists in Area Education Agency 2 in Iowa during the 1980-81 school year. That staff was favorable (we have more information about this, about the system and wanted to continue with the process during 1981-82.)

During the 1981-82 school year there were eight intermediate units in Iowa using the PDMS; over 150 psychologists in Iowa. Most school psychologists indicate that the system helps them organize their interventions more effectively. We also have data to support this conclusion.

What are the benefits of the PDMS?

The PDMS is an accountability system. It is possible to determine the number of behaviors changed successfully and numbers that did not change. We can now talk with administrators about the <u>impact</u> of psychological services in addition to the quantity of services provided. The PDMS is also a management system that aids psychologists in working with children and school administrators.

For further information contact:

Jeff Grimes
Consultant for School Psychology
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
Phone: (515) 281-3176

Gary Ross-Reynolds
Assistant Professor
College of Education
Nicholl State University
Thibodaux, Louisiana 70301
Phone: (504) 446-8111
Ext. 221

Psychologist's Data Management System: Basic Data Report

0. **Report Type** (Circle 1) **INITIAL** or **PROGRESS REPORT**

1. **Psychologist's Initials** /_/_/_/ 2. **Case Number** /_/_/_/

3. **Student's Name** (Last) /_/_/_/_/_/_/_/_/_/_/_/_/_/_/_/ 4. (First) /_/_/_/_/_/_/_/_/_/_/_/_/

5. **School District** /_/_/_/_/ 6. **Building** /_/_/_/_/ (4-Digit State Codes)

7. **Date Submitted** Yr /_/_/ Mo /_/_/ Day /_/_/ 8. **Student's Age** /_/_/

9. **Grade Placement** Initial Contact (Circle 1)

NS	Not in School	**01**	1st	**05**	5th	**09**	9th
PN	Preschool/Nursery/Daycare/Home Inter	**02**	2nd	**06**	6th	**10**	10th
UG	Ungraded/Sp Ed	**03**	3rd	**07**	7th	**11**	11th
KG	Kindergarten/Readiness Prog	**04**	4th	**08**	8th	**12**	12th
PH	Post High School Program						

10. **Special Education Instructional Program** Initial Contact (Circle 1)

NO	No Special Education Instruc Prog	**SC**	Spec Class
RO	Reg Class w/Support Assistance	**HH**	Hospital Instr or Home Inter
RI	Reg Class w/Intin SE Teach	**RP**	Residential Placement
RR	Resource Room	/_/_/	Special Code

11. **Behaviors of Concern** (Circle 4 maximum)

AR	Academic Reading	**TT**	Truant/Tardy	**AG**	Behav Aggression	**SA**	Substance Abuse
AM	Academic Math	**OT**	Behavior-Off Task	**PS**	Behavior-Passive	**PM**	Physical/Medical
AW	Writing/Spelling	**SS**	Study Skills	**BZ**	Behavior-Bizarre	/_/_/	Special Code
AO	Academic Other	**SR**	School Readiness	**HP**	Home/Comm Problem		
AN	Assign Not Complete	**DD**	Developmental Delay	**SD**	Social Skills Deficit		

12. **Type of Referral Request** (Circle 4 maximum)

IF	Informal	**RE**	Re-evaluation for Spec Ed	/_/_/	Special Code
FR	Formal Referral	**SO**	Second Opinion Request		

13. **Communication** (Circle 4 maximum)

SP	Special Ed Staffing	**WR**	Written Report	**IC**	Informal Conference	/_/_/	Special Code

14. **Psychologist's Assessment** (Circle 10 maximum)

EA	Envir Analysis	**DI**	Diagnostic Client Intvw	**WS**	Work Sample Rev	**IA**	Informal Assmt
BO	Behav Observtn	**PI**	Parent Interview	**CR**	Critrn Ref Assmt	**CL**	Check List Rating Scale
RR	Record Review	**TI**	Teacher Interview	**TE**	Testing Norm Ref	**HE**	Health Record Update
						/_/_/	Special Code

15. **Psychologist's Determination of Primary Disability** (Circle 1)

NO	No Disability	**SP**	Severe & Profoundly Handi	**CM**	Comm Handicapped
MD	Mental Disability	**PD**	Physical Disability	**SL**	Speech Language
LD	Learning Disability	**VI**	Visually Impaired	**DF**	Deaf
BD	Behavior Disorder	**HI**	Hearing Impaired	**DD**	Deferred Diagnosis (0-3 only)

16. **General Treatment Plan** (Circle 5 maximum)

NONE	No Gen Treatment Plan Recmnd *(Do not circle others with this one)*	**SESS**	Spec Educ Supp Ser (eg, Speech, Psych)
		SEPI	Spec Education Placement Initial
REPM	Regular Education Program	**SEPC**	Spec Education Place-Continue
RESP	Reg Ed Spec Program (eg, Title I, ESL)	**SEPD**	Spec Educ Place-Different
SBSS	School Based Supp Ser (eg, Nurse, Guidance)	**SEII**	Spec Education Itinerant Instr Program
		MATL	Alternative Instr Materials
CBSV	Comm Based Service (eg, Priv Psych, Mental Health Center, Tutor)	**METH**	Alternative Instr Methods
		ENVR	Alternative Instr Environment
PROM	Promote Grade	**SCHD**	Alternative Instr Schedule
RETA	Retain in Grade	/_/_/_/_/	Special Code

17. **Case Review Date** (OPT) Yr /_/_/ Mo /_/_/ 18. **Research 1** /_/_/_/ (Num)

19. **Research 2** /_/_/_/ (Num) 20. **Research 3** /_/_/_/

21. **Psych Intervention Plan** (Circle 1) N-No Y-Yes: *--Complete Intervention Report For YES Only*

C Child
P Parent
S Sibling

T Teach
A Peer
O Other

I Incr
M Maint
D Decr

T Teacher
Y Psych
P Parent
C Child

A Psy Aide
E Ed Aide
C Counsel
O Other

L Princip
S Sibling
R Peer

Psychologist's Data Management System: Intervention Data

Intervention Number	4 Whose Behav	5 Direction of Change	6 Entry Level	7 Criterion Level	8 Implementor	9 Intervention Meth (4)	10 Case Review Date
1 2 Behav 3 Meas	___	___	___	___	___ ___ ___	___	Y R M O
2 2 Behav 3 Meas	___	___	___	___	___ ___ ___	___	Y R M O
3 2 Behav 3 Meas	___	___	___	___	___ ___ ___	___	Y R M O
4 2 Behav 3 Meas	___	___	___	___	___ ___ ___	___	Y R M O
5 2 Behav 3 Meas	___	___	___	___	___ ___ ___	___	Y R M O

INTERVENTION METHODS

01	Assertion training	11	Contng manager	21	Fading	30	Negat practice	38	Psy coun family	48	Self-monitor
02	Aver counter condit	12	Contracts	22	Flooding(implosion)	31	Negat reinf	39	Psy coun parent(s)	49	Self-punish
03	Behav rehearsal	13	Covert reinf	23	Focused imag	32	Other	40	Psy coun stud (ind)	50	Self-reinf
04	Bibliotherapy	14	Covert sensit	24	"Homework"	33	Over correct	41	Psy count stud (grp)	51	Shaping
05	Biofeedback	15	Diet change	25	Info-giving	34	Paradox intent	42	Punishment	52	Simulation
06	Chnge instr envirn	16	Differ reinf	26	instr (beh)	35	Peer tutoring	43	Relaxation	53	Soc skill trng
07	Chnge instr mat	17	DRL	27	Intermit reinf	36	Positive reinf	44	Response cost	54	Stimulus cntrl
08	Chnge instr method	18	DRO	28	Medication	37	Premack prin	45	Role playing	55	System desens
09	Chnge instr sched	19	Exercise	29	Modeling			46	Satiation	56	Thought stop
10	Cognit restruct	20	Extinction					47	Self-instruct	57	Time Out
										58	Token system

SAMPLE

PSYCHOLOGIST'S DATA MANAGEMENT SYSTEM: INTERVENTION DATA

C Child T Teach I Incr
P Parent R Peer M Maint
S Sibl O Other D Decr

T Teacher A PsyAide L Princip
Y Psych. E EdAide B Siblins
P Parent N Counsel R Peer
O Other (use up to 3)

Intervention number		4. Whose behav.	5. Direction of change	6. Entry level	7. Criterion level	8. Implementor	9. Intervention method(4)		10. Case rev date	11. Research 4 (nua)	12. Research 5
01	2. Behav SPELL ACC - TEST	C	I	30	50	I	07	08	8/yr R L		
	3. Meas. PR COR I WKLY TEST					E.			1/mo Ø		
						—	39				
02	2. Behav PLAYGROUND FIGHTS	C	D	3	1	I	43	25	8/yr 1		
	3. Meas. FREQ I OBS WILL ICT					C			1/mo Ø		
						—	29	03			
03	2. Behav ON TIME HOMEROOM	C	I	Ø	3	I	11	12	8/yr 1		
	3. Meas. FREQ DAYS/WK REC					P			1/mo 1		
						—	39				
—	2. Behav	—	—			—			/yr —		
	3. Meas.					—			/mo —		
—	2. Behav	—	—			—			/yr —		
	3. Meas.					—			/mo —		

INTERVENTION METHODS

01 Assertion training	11 Contin. manage.	21 Fading	31 Modify inst mater	41 Psych. coun family	51 Self-monitor
02 Aver. counter-condit.	12 Contracts	22 Flooding(imptos)	32 Modify instr meth	42 Psy. coun parat(s)	52 Self-punish.
03 Behav. rehearse.	13 Covert reinf.	23 Focused. ints.	33 Modify instr sched	43 Psy coun stud(ind)	53 Self-reinf.
04 Bibliotherapy	14 Covert. sensit.	24 "homework"	34 Newat. practice	44 Psy coun stud(grp)	54 Shaping
05 Biofeedback	15 Diet change	25 Info-giving	35 Newat. reinf.	45 Punishment	55 Simulation
06 Chnge instr. envirn.	16 Differ. reinf.	26 Instr (beh.)	36 Other	46 Relaxation	56 Stimulus cntrl.
07 Chnge instr. mat.	17 DRL	27 Interm. reinf.	37 Over. correct.	47 Response cost.	57 System desens.
08 Chnge instr. method	18 DRO	28 Medication	38 Paradox. intent.	48 Role playing	58 Thought stop.
09 Chnge instr. sched.	19 Exercise	29 Modeling	39 Positive reinf.	49 Satiation	59 Time out
10 Cognit. restruct.	20 Extinction	30 Modify inst env	40 Prevack prin	50 Self-instruct.	60 Token system

DEFINITIONS
SOME METHODS OF MEASURING PSYCHOLOGICAL INTERVENTIONS

Frequency (FREQ). The number of times a specific phenonemon occurs in a given class interval. Example: frequency of talk outs during a class period, number of times student is tardy in a week.

Intensity (INTEN). Measure of the degree or amount of some quality. Example: anxiety can be measuredd by galvanic skin response; audio sounds, such as screaming or noise level can be measured electronically.

Duration (DUR). The time that a behavior continues or lasts, i.e., the continuence of time. Example: number of minutes crying.

Rate (RATE). Response per unit of time. Usually responses per minute. Example: Reading Rate, of Words Per Minute. Also could be behaviors per day, per class period in school, per hour or any other uniform time interval.

Percent Correct (PR COR). A given rate or proportion in every hundred that are correct. Calculation: number of correct responses divided into the total number of responses in a data set. This may include the percent of correct responses, percent of opportunities taken, percent of times that a response occurred out of the times checked, and so on. Percent do not show how many responses were made or how rapidly responses were made. Example: percent of time on task, percent correct on weekly spelling test, etc.

Percent Incorrect (PR INCOR). A given rate or proportion in every hundred that are incorrect. Calculation: number of incorrect responses divided into the total number of responses in a set of data.

Grade Equivalent (GE). A score which reflects a person's achievement on a test or battery of tests according to grade norms. Thus, a GE 3.0 means beginning third grade level in a specified area of academics as measured by a specific test.

Grade Level (GL). A level designating performance comparable to an identified grade level. Example: Basal test: 4-1 in a specific series.

Rating Scale (RSC). An instrument which allows a rater to record the estimated magnitude of a trait or quality for the case in question. Example: rating scale with a seven point coninuum with "one" as low on the designated quality and "seven" as high might be used to assess a person's sense of satisfaction with school, with a behavior of their or other considerations.

Criterion Reference (CR). A specified standard indicating a criterion of performance. Could be CR test, CR rating scale or other measurement. The criterion provides the standard, rule, or description by which a judgment of something can be formed.

Educational Level (ED LEV). Refers to a students level of function in terms of commonly defined references. For example: in reading we could measure performance, at a specified grade level, as instrucitonal, recreational, or frustration level of educational performance.

	Work Recognition	Comprehension
Independent Level	99%	90%
Instructional Level	95%	75%
Frustration Level	90%	50%

* * PSYCHOLOGISTS DATA MANAGEMENT SYSTEM * *
INTERVENTION REPORT

PSYCHOLOGIST: JP6 JP6/ JOSHUA GREEN

RECORD DATA:			STUDENT DATA:			INTERVENTION DATA:										PROGRESS DATA:		
CASE PSY NO.	INTV #	UFDATE #	STUDENT'S NAME	DIST NO.	BLDG NO.	BEHAVIOR	MEASUREMENT PROCEDURE	DIRECT ION	BEGIN LEV	CURR LEV	TYP	INTERVENTION METHODS				CASE REV DATE YYMD	BEH CHNG CODE	CONT CODE
JP6 101	1	2	J. PERKINS	4545	1919	FIGHTING @ SCHOOL	FREQ PR WK, T'S REC	D	4	2	YTP	1	42	15	5	8310	BCA	CN
JP6 102	1	2	K. JENSON	4545	1212	ATTEND ALL HS CLASS	WKLY %:OF ATTEND REC	I	85%	95%	CY	12	18	47	55	8310	BCS	CN
JP6 103	1	2	M. FLANDERS	4545	9214	TO SCH ON TIME IN AM	MONTH: OFFICE RECORD	I	50%	75%	YT	42	34	50	0	8310	BCN	CN
JP6 103	1	3	M. FLANDERS	4545	9214	TO SCH ON TIME IN AM	MONTH: OFFICE RECORD	I	97%	100	YT	42	34	50	0	8310	BCS	CN
JP6 105	1	1	B. STABBLE	4545	1983	SPELLING ACCURACY	%CORRECT, WKLY TEST	I	55	75	TP	6	7	25	53	8310		--
JP6 105	2	1	S. STABBLE	4545	1983	COMPL MATH HOMEWORK	% MONTH, PARENT REC	I	40%	80%	PC	12	53	51	9	8310	---	--

JP6/ JOSHUA GREEN

SAMPLE REPORT

REFERENCE INFORMATION:

CASE REVIEW DATE: ENTER NEXT DATE FOR CASE REVIEW. WHEN FINISHED WITH INTERVENTION ENTER 9999.
BEHAVIOR CHANGE CODES: BCS=SUCCESSFUL BCA=ACCEPTABLE BCN=NO CHANGE BNA=DATA NOT AVAIL MVD=CLIENT MOVED (& DATA NOT AVAIL)
CONTINUATION CODES: CN=CONTINUE WK ON BEH EM=GENERALIZE/MAINT TR=TERMINATE(SUCCESSFUL) TN=TRANSFER TO OTHER NO=NO CONT. PLAN

BEHAVIORAL CONSULTATION PROCESS

APPRAISAL CRITERIA[1]

Instructions: These behavioral consultation criteria may be used to observe school psychologists in consulting relationships with teachers, parents, or others. The observer/evaluator should be highly trained in consulting models and processes. All of these components of the consultation process may not be observed in one session. The entire process may require several consultations, especially to assess "Plan Implementation" and "Problem Evaluation".

Although these criteria may be used for observing the consultation process, some aspects of the process might be evaluated by interviews with the consultant and/or consultee.

Observation Code:
- . Appropriate use of practice
- + Strong or positive use of practice
- - Weak or negative use of practice
- NA Not observed

1.0 Problem Identification

1.1 Specifies the problem to be solved

1.1.1 Elicits goal(s) of consultee for the consultation
1.1.2 Determines priority among stated goals (e.g., have consultee prioritize or select behavior that would lead to greatest behavior generalization).

1.2 Describes target behaviors

1.2.1 Obtains clear objective description of student's behavior
1.2.2 Focuses consultee on specifics; examples

1.3 Identifies environmental conditions surrounding target behavior/ problem

1.3.1 Elicits description of events that come before the problem behavior (antecedent events)
1.3.2 Elicits description of events that occur during the problem behavior (situational events)
1.3.3 Elicits description of events that occur after the problem behavior (consequent events)

1 Developed by Carolyn Cobb, Ph.D., using: Frank Gresham (1982). Handbook for Behavioral Consultation. Des Moines, Iowa: Iowa Department of Public Instruction.

1.4 Determines severity of problem behavior

1.4.1 Asks about frequency, intensity, and/or duration of problem behavior(s)
1.4.2 Determines severity or strength of specified problem at the present time versus what an acceptable level would be

1.5 Agrees on type of data collection procedures (if needed at this time)

1.5.1 Determines who will collect baseline data (preferably the consultee over a specified period of time)
1.5.2 Suggests practical recording procedures
1.5.3 Determines amount of time for data collection to occur

1.6 Sets date for next consultation interview (if needed at this time)

2.0 Problem Analysis

2.1 Validates the problem as initially identified

2.1.1 Determines adequacy of baseline data
2.1.2 Determines discrepancy between existing and desired performance

2.2 Analyzes conditions surrounding the problem behavior

2.2.1 Analyzes antecedent conditions (e.g., cues given student, impact of other students, type of academic material)
2.2.2 Analyzes sequential conditions (e.g., repetition/drill, reinforcement schedule, responses required of student, massed vs. distributed practice)
2.2.3 Analyzes consequent conditions (e.g., positive and negative reinforcements, punishment conditions, strength of consequences)

2.3 Designs intervention plan to alter target behaviors

2.3.1 Seeks input from consultee regarding tactics or procedures to address the problem(s)
2.3.2 Identifies plan or general procedures to be used
2.3.3 Describes procedures and materials to be used in implementing consultation plan.

2.4 Sets date for next interview, as necessary

3.0 Plan Implementation

3.1 Determines if consultee possesses skills to implement the plan

3.1.1 Analyzes consultee's use of plan tactic statements
3.1.2 Observes in classroom
3.1.3 Assists consultee in developing needed skills, if necessary

3.2 Monitors data collection and plan operation

3.2.1 Makes brief contact with consultee
3.2.2 Conducts brief observations in classroom
3.2.3 Notes any changes in student's behavior

3.3 Determines need for plan revision

3.3.1 Assesses form of implementation
3.3.2 Assessess reinforcers/punishers
3.3.3 Makes revisions, if necessary

4.0 Problem Evaluation

4.1 Determines if goals of consultation have been attained (effectiveness)

4.1.1 Determines degree to which student's behavior approximates objectives set
4.1.2 If goals only partially attained, returns to problem analysis
4.1.3 If goals met, moves toward termination of consultation

4.2 Evaluates validity of intervention plan

4.2.1 Determines extent to which the intervention contributed to the change (internal validity)
4.1.2 Determines generalizeability of plan to other students (external validity)

4.3 Determines need to continue, modify, or withdraw intervention plan

4.3.1 Explores consultee's satisfaction with plan
4.3.2 Discusses possible effects of any alteration or withdrawal of plan
4.3.3 If modification is desired, use plan strategy and tactic questions

4.4 Schedules additional interviews or terminates consultation

4.4.1 If modifications are attempted, additional conferences are scheduled
4.4.2 If goals are met, terminate consultation
4.4.3 Extend invitation for further consultation, if needed

CONSULTATION OBSERVATION INSTRUMENT[1]

This form can be used to observe psychologists' skills in various consulting relationships. The observer should be highly trained in consulting models and processes, particularly as used by psychologists in school settings. Any given consultation session may not cover all the steps listed in this instrument; additional sessions may be needed to adequately complete the process (e.g., the consultant and consultee may decide that additional data is necessary before action planning can occur).

Instructions: Use this form to record consultant behaviors during a consulting session with a student, parent, teacher, other professionals, or a group.

Suggested Code:
- . appropriate use of practice
- + strong or positive use of practice
- - weak or negative use of practice
- NA not observed

****

1. ENTRY INTO RELATIONSHIP (ESTABLISHING THE CONTRACT)

   1.1 Establishes rapport
   1.2 Clarifies purpose of session
   1.3 Uses attending skills and accurate listening skills
   1.4 Demonstrates clear understanding of consultee's concerns

2. PROBLEM EXPLORATION AND DEFINITION

   2.1 Uses appropriate questioning skills
   2.2 Helps consultee feel comfortable about discussing concerns
   2.3 Provides accurate information
   2.4 Relies on expertise of consultee (establishes collaborative approach)
   2.5 Explores all aspects of problem(s)

3. PROBLEM SOLVING

   3.1 Helps explore alternative solutions/generate strategies
   3.2 Is accepting of other's ideas
   3.3 Makes helpful, practical and reasonable suggestions
   3.4 Helps narrow down alternatives

1 Adapted and expanded by Dr. Carolyn Cobb from the Counselor Consultation Observation Instrument by Dr. John J. Schmidt (See Section II)

4. PLAN IMPLEMENTATION/ACTION

   4.1 Moves the consultee towards an appropriate decision
   4.2 Clarifies roles and responsibilities
   4.3 Seeks agreement about plan of action
   4.4 Helps with assignment of responsibilities
   4.5 Helps establish a timeline for action

5. MONITORING AND EVALUATION OF PLAN

   5.1 Discusses follow-up plans
   5.2 Establishes how plan/strategies will be evaluated

6. CLOSURE

   6.1 Summarizes the decision made and responsibilities assigned
   6.2 Expresses optimism
   6.3 Sets date for follow-up conference
   6.4 Closes session

COI-3

CONSULTATION OBSERVATION INSTRUMENT: BEHAVIORAL INDICATORS

The following behavioral indicators are sample behaviors that indicate successful use of specific consulting competencies and skills. These behavioral indicators coincide with specific categories and competencies on the Consultation Observation Instrument.

1.0 Entry Into Relationship (Establishing the Contract)

1.1 Establishes rapport

Behavioral Indicators:

- Introduces self, and others if appropriate
- Uses statements to put consultee at ease (e.g., talks about topical areas in which consultee is competent)
- Listens actively (e.g., uses reflecting and paraphrasing)

1.2 Clarifies purpose of session

Behavioral Indicators:

- Takes initiative to focus on purpose of the meeting
- States consultant's understanding of reason for the meeting
- Asks consultee about his/her purpose for meeting
- Resolves differences, if any

1.3 Uses attending skills and accurate listening skills

- Looks at consultee and maintains consistent eye contact
- Uses appropriate body posture (e.g., open posture, leaning forward)
- Accurately reflects feelings and/or content
- Uses appropriate paraphrasing
- Gives feedback to consultee

1.4 Demonstrates clear understanding of consultee's concerns

- Elicits goals/concerns of consultee
- Uses reflecting and paraphrasing skills to accurately restate consultee's concerns
- Summarizes concerns and issues that are presented

2.0 Problem Exploration & Definition

2.1 Uses appropriate questioning skills

Behavioral Indicators:

- Uses a minimal number of "closed" questions
- Uses open-ended questions to clarify, and to encourage the consultee to give his/her opinions
- Avoids "judgmental" types of questioning (e.g., "But don't you think that....?")

2.2 Helps consultee feel comfortable about discussing concerns

Behavioral Indicators:

- Uses supportive comments and gestures
- Appropriately self-discloses information to show empathy

2.3 Provides accurate information

Behavioral Indicators:

- Provides correct information (e.g., correct interpretation of testing results or other data)
- If information is not known, says so and indicates that an answer will be sought
- Does not "make up" an answer

2.4 Relies on expertise of consultee (establishes collaborative approach)

Behavioral Indicators:

- Asks for the opinion of consultee
- Lets the consultee know that his/her input is valued
- Uses statements such as "You have a lot of information that can help us; Your expertise in this area is esssential".

2.5 Explores all aspects of problem(s)

Behavioral Indicators:

- Seeks information about possible controlling events (e.g., before, during, after school, home, peers)
- Provides opportunity for related issues to be raised (esp. hidden agendas)
- Helps determine priority of problems or issues
- Determines if enough information is available to begin developing strategies

3.0 Problem Solving

3.1 Helps explore alternative solutions/generate strategies

Behavioral Indicators:

- Encourages consultee to share ideas for solutions
- Uses brainstorming procedures
- Asks consultee which alternatives are not reasonable or realistic

3.2 Is accepting of other's ideas

- Avoids shutting off others by phrases such as: "That wouldn't work" or "It's been tried before."
- Provides the time to explore all ideas

3.3 Makes helpful, practical and reasonable suggestions

Behavioral Indicators:

- Helps identify useful resources
- Makes suggestions that are within the ability of the consultee to carry out
- Makes suggestions that are morally, legally, institutionally appropriate

3.4 Helps narrow down alternatives

Behavioral Indicators:

- Asks consultee to give "pros" and "cons" about each idea
- Helps consultee consider factors that may affect one or more of the alternatives: money, time, space, etc.

4.0 Plan Implementation/Action

4.1 Moves the consultee towards an appropriate decision

- Summarizes concerns and possible alternatives
- Asks consultee which of the alternatives seems "best"
- Estimates how committed consultee is to solving the concern

4.2 Clarifies role responsibilities

Behavioral Indicators:

- Uses statements that clearly determine who is responsible for what (e.g., what will the teacher do, what will the parent do, and what will the psychologist do?)

4.3 Seeks agreement about plan of action

Behavioral Indicators:

- Asks the consultee if he/she agrees with the plan of action
- Asks the consultee if he/she understands each part of the plan
- Clarifies any uncertainties

4.4 Helps with assignment of responsibilities

Behavioral Indicators:

- Asks consultee which part of the plan he/she can implement
- Summarizes responsibilities of all parties involved

4.5 Helps set a time line for action

Behavioral Indicators:

- Seeks agreement from consultee about time lines for tasks to be completed
- Makes notes on agreed timelines

5.0 Monitoring and Evaluation of Plan

5.1 Discusses follow-up plans

Behavioral Indicators:

- Establishes specific dates/times for follow-up on strategies and outcome(s)
- Lets consultee know he/she can call for assistance at any time

5.2 Establishes how plan/strategies will be evaluated

- Seeks input from consultee to determine acceptable levels or behaviors
- Sets criteria for "success"
- States that strategies can be modified, as needed

6.0 Closure

6.1 Summarizes the decision made and responsibilities assigned

- Restates the plan and each person's responsibilities

6.2 Expresses optimism

- Maintains a positive attitude and posture
- Uses reassuring statements about the consultee's abilities to handle the situation

6.3 Sets date for follow-up conference

- Asks consultee to choose from a couple of dates and times

COI-7

6.4 Closes session

- Uses statements that bring the meeting to an end (e.g., "This has been very helpful; I will look forward to our next meeting.")
- After meeting adjourns, uses statements that moves the conversation towards other "informal" topics (e.g., "Have a safe drive on your way home.")
- If this session is the final consultation session in a series, terminates consultation by extending invitation for future collaboration.

Consultation

Feedback and Relationship Rating Scales *

The criteria listed below are important for providing useful feedback and establishing effective relationships with parents. Rate the interactions that occurred by circling the appropriate number on each of the scales.

1. Useful feedback is descriptive rather than evaluative. It merely describes the psychologists reaction, thus leaving the parent free to use it or not. By avoiding evaluative language, it reduces the need for the parent to respond defensively.

   Descriptive 1 2 3 4 5 6 7 Evaluative

2. Useful feedback is specific rather than general. To be told that one's child is "always misbehaving" will probably not be as useful as to be told: "Johnny pushes or shoves other students at least four times a week when the class is on its way to the lunchroom."

   Descriptive 1 2 3 4 5 6 7 General

3. Communications with parents takes into account the needs of both the, parent and the school; it is provided with consideration of the others feelings. Feedback can be destructive when it serves only the teacher's/ school's needs (as in being only an expression of anger toward a child) and fails to consider the needs of the parent (as in what can be done to resolve the problem situation).

   Takes needs of both into account 1 2 3 4 5 6 7 Does not take needs of both into account

4. Useful feedback is directed toward behavior the other can change. Frustration is only increased when one is reminded of a shortcoming over which he or she has no control.

   Directed towards modifiable behavior 1 2 3 4 5 6 7 Directed towards nonmodifiable behavior

5. Useful feedback is solicited rather than imposed. Feedback is most useful when the parent has formulated the kind of question which the psychologist can answer (which may be a result of the psychologist effectively helping the parent to identify the real problem).

   Solicited 1 2 3 4 5 6 7 Imposed

*Dr. Michael Curtis, University of Cincinnati

6. Useful feedback is well timed. In general, feedback is most useful when given as soon as possible after the observed behavior (depending on the person's readiness to hear it at that time).

Well Timed 1 2 3 4 5 6 7 Poorly Timed

7. Useful feedback is checked to ensure clear communication. One way of doing this is to have the parent try to rephrase the feedback received to see if it corresponds to what the psychologist had in mind.

Checked 1 2 3 4 5 6 7 Not Checked

8. Suggestions provided to parents are made in a noncoercive manner. They are given so that they do not require the parent to change his or her behavior.

Noncoercive 1 2 3 4 5 6 7 Coercive

9. Effective relationships in conferences are usually characterized as collaborative. Psychologist recognize the important contributions that parents can make to their child's education, and they treat them as equal partners in the educational process.

Collaborative 1 2 3 4 5 6 7 Unequal

10. Active solicitation of parental involvement is important as a means of obtaining their commitment to supporting plans to enhance their child's education.

Parent Very Involved 1 2 3 4 5 6 7 Parent Uninvolved

11. Communication skills such as active listening (demonstrated both verbally and nonverbally) and empathy convey a sense of caring and interest to parents.

Active Listening/ Empathic Statements 1 2 3 4 5 6 7 Low Interest Level

12. Paraphrasing and summarizing help to demonstrate that an understanding of what the parents said and to keep the conference well directed and on target.

Summarization/ Clear Direction 1 2 3 4 5 6 7 Little Direction

CONFERENCE SKILLS

Professional Self-Management

1. Assessment: How did I perform during the conference? What were my strengths? My behaviors in need of change? Describe these areas in concrete, observable terms.

2. Goals: Based upon the assessment of my performance, what goals do I want to set for myself? These should include behavior to maintain as well as to change. Be reasonable in terms of the number of goals that you establish, and make them as specific as possible.

3. Strategies: What specific techniques or methods can I use to help me attain the goals that I established? The more realistic and specific these plans are, the better the chance that you will actually carry them out. Remember, practice makes perfect!

4. Evaluation: After my next conferences, how will I be able to determine that I attained the goals I set? The more specific the goals were, the easier they will be to evaluate.

*Dr. Michael Curtis, University of Cincinnati

EDUCATIONAL SERVICES*
School District No. 43, Lane County, Eugene, OR 97402-4295

TO: Building Principals

RE: Support Staff Evaluation

The following questionnaire will be used in the annual evaluation of _____. It is possible that building staff members, such as counselors or individual teachers may have had more extensive opportunity to observe the services this individual is charged to provide. It may be helpful to include feedback from these staff members in the evaluative process. Please be as objective as possible when checking the most descriptive column for each of the items below. If a question does not seem appropriate in relationship to the individual's job description, please check the column labeled "Not enough information to respond." The results of this survey will be shared with the individual being evaluated.

COMMUNICATION SKILLS	Seldom or Never				Always or Usually	Not enough information to respond
Works effectively with staff to improve programs for students	1	2	3	4	5	_____
Conducts worthwhile meetings as needed or contributes effectively in staffing	1	2	3	4	5	_____
Explains clearly and is easy to understand	1	2	3	4	5	_____
Encourages staff to consider alternative approaches to problems	1	2	3	4	5	_____
Respects, considers and/or acts on opinions of school staff	1	2	3	4	5	_____
Effectively resolves conflicts between parents, teachers, and students when needed	1	2	3	4	5	_____
Is sincere and consistent in dealing with staff	1	2	3	4	5	_____
Understands and tolerates differences in point of view	1	2	3	4	5	_____
Has respect of administrators	1	2	3	4	5	_____

*NASP

PROCEDURES

	Seldom or Never			Always or usually		Not enough information to respond
Effectively uses and/or coordinates other resources within the district, building or community	1	2	3	4	5	_____
Does an effective job of interpreting district philosophy and procedures to staff.	1	2	3	4	5	_____
Follows district procedures and policy	1	2	3	4	5	_____
Studies all implications before changing programs and consults with administrators or staff	1	2	3	4	5	_____
Is readily available for consultation by staff members, parents, and others and makes them feel welcome to bring problems to him/her	1	2	3	4	5	_____
Assesses child's needs and prescribes appropriate programs	1	2	3	4	5	_____

REFERRALS

Responds promptly to referrals	1	2	3	4	5	_____
Develops plan for responding to referrals	1	2	3	4	5	_____
Contacts person referred within reasonable time	1	2	3	4	5	_____
Follows up with person who made referral	1	2	3	4	5	_____
Do you feel that you achieved your purpose in working with this person?	1	2	3	4	5	_____

	Seldom or Never	Always or Usually	Not enough Information to respond
How likely is it that you would request services again, if you needed help in the future?	1 2 3 4 5		_____
How likely is it that you would recommend this service to a colleague?	1 2 3 4 5		_____

Individual strengths: _____

_____

_____

_____

Areas needing improvement: _____

_____

_____

_____

Additional comments: _____

_____

_____

_____

_____
Signature of Evaluator (s)

PSYCHOLOGICAL SERVICES ASSESSMENT
QUESTIONNAIRE*

I. BACKGROUND INFORMATION

1. Grade Taught or Position

___K ___3 ___6 ___Multi-Age
___1 ___4 ___LD, EMH, TMH, Principal, Speech
___2 ___5 ___Music, Art, Reading, PE

2. Number of years teaching (including present year)

___1-5 ___11-15 ___over 20
___6-10 ___16-20

II. CONSULTATION

1. To what extent did you make use of the school psychologist through individual or group conferences/consultations?

___None (please skip to Section III; Psychological Reports)
___One time
___Two-Three times
___Four-Five times
___Six or more times

2. For each of the following statements, circle the number that most accurately reflects your perception of the psychologist. Use the following scale:

0 Don't Know or Not Applicable
1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly Agree

a. Easy to work with 0 1 2 3 4 5

b. Knowledgeable about the behavior of individual children 0 1 2 3 4 5

c. Established a good working relationship 0 1 2 3 4 5

d. A good listener 0 1 2 3 4 5

e. Offered useful information 0 1 2 3 4 5

*NASP

f. Understands classroom and educational issues 0 1 2 3 4 5

g. Seems flexible in his/her ideas 0 1 2 3 4 5

h. Helps identify useful resources 0 1 2 3 4 5

i. Views his/her role as a facilitator rather than an expert 0 1 2 3 4 5

j. Fits into my school environment 0 1 2 3 4 5

k. Respects values which were different from his/hers 0 1 2 3 4 5

l. Understands important aspects of problems I brought up 0 1 2 3 4 5

m. Works well with parents 0 1 2 3 4 5

n. Helped students through individual counseling 0 1 2 3 4 5

o. Provides moral support 0 1 2 3 4 5

p. Appears interested in my concerns 0 1 2 3 4 5

q. Offers a valuable service 0 1 2 3 4 5

3. For each of the following statements, circle the number which most accurately reflects benefits you have received as a result of working with the consultant. Use the same scale as above.

a. Able to see complexities of the problem situation in greater depth and breadth 0 1 2 3 4 5

b. Able to see alternatives I hadn't thought of before 0 1 2 3 4 5

c. Find myself trying out some of my own ideas 0 1 2 3 4 5

d. Encouraged me to make my own decisions as to management of problems 0 1 2 3 4 5

e. Helped me work more effectively with parents 0 1 2 3 4 5

4. How satisfied were you with the strategies developed during consultation?

Unsatisfied 1 2 3 4 5 Satisfied

5. Did you implement any of the strategies?

____Yes ____No

If yes, how sucessful were they:

Unsuccessful 1 2 3 4 5 Successful

If no, why not? _____

_____

6. How confident are you in your ability to solve similar situations in the future?

Not At All 1 2 3 4 5 Very Confident

7. How would you rate the overall effectiveness of the school psychologist as a consultant?

Low 1 2 3 4 5 High

III. PSYCHOLOGICAL REPORTS

1. How many students in your class received individual psychoeducational evaluations this year?

___None ___One ___Two ___Three or more

2. If student(s) in your class was (were) evaluated and you received a written report, please answer the following questions.

0 Don't Know or Not Applicable
1 Strongly Disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly Agree

a. The referrals for evaluation were acted upon in a reasonable amount of time 0 1 2 3 4 5

b. Results of the evaluations (either written or verbal) were given to me in a reasonable amount of time 0 1 2 3 4 5

c. The reports addressed the questions asked in the referral 0 1 2 3 4 5

d. The recommendations were helpful in establishing a solution to the problem situation(s) 0 1 2 3 4 5

e. I was satisfied with the overall report(s) 0 1 2 3 4 5

IV. COMMENTS

What specific suggestions would you have to improve the overall quality of the psychological services being provided?

by Joseph E. Zins

SCHOOL DISTRICT
PARENT QUESTIONNAIRE*

Please rate your satisfaction with _____, school psychologist at _____ School, using the 7-point satisfaction scale below. Please add comments on the lines below each question to explain your rating. Number ratings should be placed on the line immediately to the left of each question.

7 - Completely Satisfied
6 - Satisfied
5 - Slightly Satisfied
4 - Neither Satisfied nor Dissatisfied
3 - Slightly Dissatisfied
2 - Dissatisfied
1 - Completely Dissatisfied

_____ 1. How satisfied are you with the pleasantness of, _____, the school psychologist at _____ School?

Comments _____
_____
_____

_____ 2. How satisfied are you with the assistance provided for your child by the school psychologist?

Comments _____
_____
_____

_____ 3. How satisfied are you with the information provided you by the school psychologist?

Comments _____
_____
_____

_____ 4. How satisfied are you with the amount of cooperation and concern shown by the school psychologist?

Comments _____
_____
_____

_____ 5. Any general comments you may have concerning, _____, the school psychologist at _____ School or the Student Services Department would be appreciated.

_____
_____
_____
_____

*NASP

ANNUAL EVALUATION OF PSYCHOLOGY STAFF*

The following is an outline of the evaluation process and procedures that will be carried out in the psychology department. The procedures generally incorporate current practice for the review of professional performance, as well as some modifications arising from discussion with staff and the Assistant Superintendent.

Evaluation Procedures

Evaluation procedures used by the psychology department involve evaluation of the performance of individual staff members as well as evaluation or review of service.

Evaluation of Individual Performance

a) Annual Review

Staff evaluation and review of individual performance is a cooperative endeavor carried out between the senior psychologist and each staff member. An annual review of professional functioning is scheduled at the end of each school year and the discussion during this review follows the guidelines listed in Appendix A. It will be noted that in stating goals and objectives for the coming year a structure for continuity is provided as these are reviewed, modified and changed following a period during which an attempt is made to meet these goals. A written summary of the review will be made. This will then be signed both by the staff member and by the senior psychologist and will be forwarded to the Personnel Department after discussion with the Assistant Superintendent of Student Services.

b) In addition to the end-of-the-year review an ongoing process is also part of staff evaluation. During regular psychology meetings individual staff members present cases on a rotation basis. Not only are the current professional practices of the staff being reviewed during these case conferences but the input of their colleagues regarding the various aspects of the case provides a valuable opportunity for professional growth and development.

Psychology meetings are also a forum for increasing knowledge of new developments in the fields of education and psychology. On occasion guests are invited who present material of interest, but, more often, the staff, again in rotation, undertake to present relevant topics of current interest to their colleagues.

Evaluation of Psychological Service

Finally, the psychological service provided by the psychology deprtment is reviewed by interviewing principals in their schools. An outline of this interview is found in Appendix B. This process will be carried out on an annual basis with new principals who are working for the first time with a particular staff member. The senior psychologist will discuss with those principals the effectiveness of the psychological service provided in his/her school.

*NASP

Appendix A
(Psychologist Interview)

GUIDELINES FOR ANNUAL EVALUATION OF

PSYCHOLOGY STAFF

1. What general areas of functioning do you consider to have been your strengths over the past year?

2. Are there any areas of your functioning that need improvement?

3. How do you intend to improve your functioning in those areas?

4. What are your strengths and weaknesses in these areas?

   (a) assessment (intellectual, personality)

   (b) counseling skills

   (c) consultation skills

   (d) program development

   (e) interpersonal relationships with colleagues, school staff, parents

5. Are there ways you can improve your efficiency? Your effectiveness?

6. Are there any ethical and/or professional standards that you need to improve (keeping records, confidentiality, etc.)?

7. In addition to the general goals and objectives of Student Services and the psychology department, what are the goals and objectives that you will be working toward in the coming year?

8. Of last year's goals which have been successfully achieved and which are you still working toward?

Appendix B
(Principal Interview)

SCHOOL _____

1. Have you been satisfied with the psychological services provided during the past year?

2. How does the psychologist function in your school (regularly schedules visits, responding to referrals, etc.)?

3. Approximately how much time does the psychologist spend in your school?

4. When you send in a referral to Student Services, what types of problems would you expect to be handled by psychological services?

5. Does the psychologist function as a team member in your school?

6. Are there any ways that the delivery of psychological services breaks down?

7. What kind of services does the psychologist/psychometrist provide in your school?

8. Does the psychologist provide the kind of service you want?

9. In what ways could the psychological services be improved?

10. Are there services in addition to or instead of those presently provided that you would like to have psychologist/psychometrist provide in your school?

SECTION IV

SCHOOL SOCIAL WORKERS

SECTION IV - A

PERFORMANCE APPRAISAL INSTRUMENT

FOR

SCHOOL SOCIAL WORKERS

SCHOOL SOCIAL WORKER PERFORMANCE APPRAISAL PROCESS

Guidelines

1. The supervisor/evaluator(s) and the school social worker mutually define the job functions and competencies to be evaluated at the beginning of each year. The functions and/or competencies may be modified to meet the specified role of an individual social worker in the local education agency, but all modifications must be noted and signed by the school social worker and the supervisor.

2. A plan for evaluation, feedback, and indicated revision of performance standards is developed. Designated times for formative feedback during the year should be included.

3. Multiple sources of information and data used to evaluate competencies and functions are considered, especially for areas where observations may intrude on the service being delivered (e.g., counseling and assessment).

4. Attempts are made to have a trained social worker evaluate the employed school social worker on technical and professionas aspects of practice (e.g., assessment, social work interventions, consultation). Such peer evaluation is especially important during years when the school social worker is being considered for advancement on the career ladder.

5. Once the evaluation is completed as specified on the performance appraisal instrument, the supervisor and school social worker develop professional development plans. Professional development plans should not be limited to areas of deficiency but should be developed for areas "at standard" or higher in which the school social worker has special interests or desires continued growth.

JOB DESCRIPTION OF THE SCHOOL SOCIAL WORKER

REPORTS TO: Appropriate Administrator

SUPERVISES: May supervise professionals, social work interns, paraprofessionals, and clerical staff.

PURPOSE: To promote maximum development of all students by prevention/alleviation of problems that interfere with the tasks of learning through knowledge of human behavior, social systems and social work skills.

DUTIES AND RESPONSIBILITIES:

1. MAJOR FUNCTION: ASSESSMENT OF STUDENT NEEDS

   The school social worker uses assessment skills to determine special needs of students.

2. MAJOR FUNCTION: PROGRAM PLANNING AND EVALUATION

   The school social worker provides input for program planning and evaluation and contributes to the development of departmental and system-wide policies.

3. MAJOR FUNCTION: DIRECT SERVICE

   The school social worker employs appropriate social work methods in situations affecting the student's educational progress.

4. MAJOR FUNCTION: ADVOCACY

   The school social worker maintains an advocacy role to assure that the student's educational, social, emotional and material needs are met in accordance with established laws, rules and regulations.

5. MAJOR FUNCTION: CONSULTATION/EDUCATION

   The school social worker provides consultation and in-service experiences for teachers and staff and engages in the mutual exchange of information with community agencies.

6. MAJOR FUNCTION: COORDINATION/LIAISON

   The school social worker serves as a liaison between home school-community and promotes effective resource utilization and positive relations with various publics.

7. MAJOR FUNCTION: MANAGEMENT

   The school social worker organizes time, resources and work load in order to meet responsibilities and maintains accurate case records and documentation.

8. MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

   The school social worker shows evidences of professional growth and development and adheres to a professional code of ethics.

SCHOOL SOCIAL WORKER PERFORMANCE APPRAISAL INSTRUMENT

INSTRUCTIONS:

1. The evaluator is to rate the school social worker on six-point scale as indicated below.
2. The competencies pertinent to each major function must be selected and discussed by the supervisor and school social worker at the beginning of the year.
3. The evaluator is encouraged to add pertinent comments at the end of each major function.
4. The school social worker is provided an opportunity to react to the evaluator's ratings and comments.
5. The evaluator and the school social worker must discuss the results of the appraisal and any recommended action pertinent to it.
6. The school social worker and the evaluator must sign the instrument in the assigned spaces.
7. The instrument must be filed in the school social worker's personnel folder.

School Social Worker Name:

_____

School or Base-assignment:

_____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

1.0 MAJOR FUNCTION: ASSESSMENT OF STUDENT NEEDS

1.1 Gathers and records pertinent information to share with appropriate personnel.

1.2 Provides assessment services as appropriate for determining students with special needs.

1.3 Provides assessment to assure the implementation of appropriate services and/or placement for exceptional children.

Comments _____

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

2.0 MAJOR FUNCTION: PROGRAM PLANNING AND EVALUATION

2.1 Assists the school in planning programs that prevent/reduce/alleviate situations which may interfere with the learning process of students.

2.2 Provides input as requested into system-wide and departmental policy and planning decisions.

2.3 Assists as requested in the evaluation of departmental and system-wide plans, policies and programs.

Comments _____

_____

3.0 MAJOR FUNCTION: DIRECT SERVICE

3.1 Employs appropriate social work methods in situations affecting the student's educational progress.

3.2 Provides information about and facilitates use of resources for meeting clothing, nutritional, housing, transportation and health needs.

Comments _____

_____

4.0 MAJOR FUNCTION: ADVOCACY

4.1 Maintains an advocacy role to assure that the student's educational, social, emotional, and material needs are met.

Rating Scale
(Please Check)

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

4.2 Advocates for students and parents in accordance with established laws, rules and regulations.

Comments _____

_____

5.0 MAJOR FUNCTION: CONSULTATION/EDUCATION

5.1 Consults with staff and teachers on school and student needs.

5.2 Collaborates with community agencies to provide for student needs.

5.3 Provides in-service experiences to teachers and staff.

5.4. Supervises school social work interns.

Comments _____

_____

6.0 MAJOR FUNCTION: COORDINATION/LIAISON

6.1 Effectively researches and utilizes community resources in addressing the needs of students and their families.

6.2 Establishes, promotes and maintains positive relations with various publics.

6.3 Serves as liaison between the home, school and community.

Comments _____

_____

Rating Scale
(Please Check)

	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory
7.0 MAJOR FUNCTION: MANAGEMENT						
8.0 MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT						

7.1 Organizes time, resources, energy and workload in order to meet responsibilities.

7.2 Maintains accurate case records and documentation.

Comments _____

_____

8.1 Adheres to a professional social work code of ethics.

8.2 Demonstrates effective communication and relationship skills.

8.3 Strives to develop professionally.

Comments _____

_____

Evaluator's Summary Comments _____

_____

_____

_____

School Social Worker's Reactions to Evaluation _____

_____

_____

_____

_____
Evaluator's signature and date

_____
School Social Worker's signature and date

Signature indicates that the written evaluation has been seen and discussed.

SCHOOL SOCIAL WORKER PERFORMANCE APPRAISAL SYSTEM

INSTRUCTIONS:

1. Based on the evidence from observation, discussion, and other forms of data collection, the evaluator is to rate the school social worker performance with respect to the seven major functions listed below.
2. The evaluator is encouraged to add pertinent comments at the end of each major function.
3. The social worker is provided an opportunity to react to the evaluator's ratings and comments.
4. The evaluator and the social worker must discuss the results of the appraisal and any recommended action pertinent to it.
5. The social worker and the evaluator must sign the instrument in the assigned spaces.
6. The instrument must be filed in the social worker's personnel folder.
7. The rating scale will be as follows:

Level of Performance

6. Superior
Performance within this function area is consistently outstanding. Practices are demonstrated at the highest level of performance. Social worker continuously seeks to expand scope of competencies and constantly undertakes additional, appropriate responsibilities.

5. Well Above Standard
Performance within this function area is frequently outstanding. Some practices are demonstrated at the highest level while others are at a consistently high level. School social worker frequently seeks to expand scope of competencies and often undertakes additional, appropriate responsibilities.

4. Above Standard
Performance within this function area is frequently high. Some practices are demonstrated at a high level while others are at a consistently adequate/acceptable level. School social worker sometimes seeks to expand scope of competencies and occasionally undertakes additional, appropriate responsibilities.

3. At Standard
Performance within this function area is consistently adequate/acceptable. Practices fully meet all performance expectations at an acceptable level. Social worker maintains an adequate scope of competencies and performs additional responsibilities as assigned.

2. Below Standard
Performance within this function area is sometimes inadequate/unacceptable and needs improvement. Social worker requires supervision and assistance to maintain an adequate scope of competencies, and sometimes fails to perform additional responsibilities as assigned.

1. Unsatisfactory
Performance within this function area is consistently inadequate/unacceptable and most practices require considerable improvement to fully meet minimum performance expectations. Social worker requires close and frequent supervision in the performance of all responsibilities.

SECTION IV - B

PERFORMANCE APPRAISAL FUNCTIONS, COMPETENCIES, AND SAMPLE EVIDENCES FOR SCHOOL SOCIAL WORK

SCHOOL SOCIAL WORK: PERFORMANCE APPRAISAL, FUNCTIONS, COMPETENCIES AND SAMPLE EVIDENCES

1.0 MAJOR FUNCTION: ASSESSMENT OF STUDENT NEEDS

The school social worker uses assessment skills to determine special needs of students.

1.1 Gathers and records pertinent information to share with appropriate personnel.

Sample Evidences

a. visits homes to gather information

b. initiates parent conferences

c. interviews students and others

d. reviews cumulative records

e. communicates with various agencies to gain information

f. observes students in various settings

g. develops social histories

h. collects, interprets pertinent family, cultural, social, economic and developmental information

1.2 Provides assessment services as appropriate for determining students with special needs.

Sample Evidences

a. locates various assessment instruments

b. utilizes various assessment procedures as appropriate for special purposes

c. facilitates services of others to assure appropriate assessment strategies

d. analyzes the various influences that affect student/parent/school/community relationships.

1.3 Provides assessment to assure the implementation of appropriate services and/or placement for exceptional children.

Sample Evidences

a. disseminates pertinent family, cultural, social, economic and developmental information

b. is familiar with assessment results that affected placement decisions

c. is knowledgeable of effectiveness of various services to assess appropriateness of placement

2.0 MAJOR FUNCTION: PROGRAM PLANNING AND EVALUATION

The school social worker provides input for program planning and evaluation and contributes to the development of departmental and system-wide policies.

2.1 Assists the school in planning programs that prevent/reduce/alleviate situations which may interfere with the learning process of students.

Sample Evidences

a. develops social and educational plans for students with special needs (academic, social, emotional, cultural, economic)

b. plans programs for preventive education (drug awareness, sex education, child abuse/neglect, attendance)

c. initiates and/or participates in related and pertinent educational research

2.2 Provides input as requested into system-wide and departmental policy and planning decisions.

Sample Evidences

a. keep abreast of school board policies and works to see that they are properly implemented

b. participates in system-wide and departmental meetings, committees, projects

c. represents system as requested at state and national meetings

d. participates in short and long-range departmental planning (in-service, annual goals, etc.)

e. assists in developing departmental policy

2.3 Assists as requested in the evaluation of departmental and system-wide plans, policies and programs.

Sample Evidences

a. summarizes results of plans, policies and programs

b. prepares appropriate reports

c. share/disseminates findings to appropriate personnel

3.0 MAJOR FUNCTION: DIRECT SERVICE

The school social worker employs appropriate social work methods in situations affecting the student's educational progress.

3.1 Employs appropriate social work methods in situations affecting the student's educational progress.

Sample Evidences

a. locates resources for meeting needs

b. provides information about resources to parents, students and others

c. assists parents and students to avail themselves of resources

3.2 Provides information about and facilitates use of resources for meeting clothing, nutritional, housing, transportation and health needs.

4.0 MAJOR FUNCTION: ADVOCACY

The school social worker maintains an advocacy role to assure that the student's educational, social, emotional and material needs are met in accordance with established laws, rules and regulations.

4.1 Maintains an advocacy role to assure that the student's educational, social emotional and material needs are met.

Sample Evidences

a. documents inadequacies in resources and services, calls them to the attention of appropriate persons, and promotes appropriate action to improve services

b. assures that services are provided in a way that is compatible with the culture of the child and parents

c. is supportive of parents needs to express their concerns about their child to school and agency personnel

4.2 Advocates for students and parents in accordance with established laws, rules and regulations.

Sample Evidences

a. provides support for the student and parents in due process situations; including but not limited to suspension, expulsion, placement and appeal

b. advocates for compliance with student rights and responsibilities

5.0 MAJOR FUNCTION: CONSULTATION/EDUCATION

The school social worker provides consultation and in-service experiences for teachers and staff and engages in the mutual exchange of information with community agencies.

5.1 Consults with staff and teachers on school and student needs.

Sample Evidences

a. assists in the identification and recognition of individual needs of students

b. assists staff in understanding cultural and socio-economic circumstances of families

c. assists in the development of plans to meet individual students' social, emotional and learning needs

d. assists when appropriate, in the development of classroom management programs

e. assists in the development of preventive education programs

f. assists in the recognition, identification and referral of child abuse/ neglect situations

g. informs teachers of their responsibility to facilitate appropriate attendance referral

5.2 Collaborates with community agencies to provide for student needs.

Sample Evidences

a. provides information to the public and private sector regarding the schools perception of students needs

b. utilizes information from community agencies in planning for the social, emotional and educational needs of students

5.3. Provides in-service experiences to teachers and staff.

Sample Evidences

a. plans and implements programs related to the role and functions of the school social worker

b. plans and implements similar programs related to the needs of student

c. plans and implements similar programs related to the needs of teacher and staff

5.4. Supervises school social work interns.

Sample Evidences

a. provides field work experiences and supervision in the school setting

b. provides other appropriate learning experiences

c. collaborates with the training institution to facilitate learning of school social work interns

6.0 MAJOR FUNCTION: COORDINATION/LIAISON

The school social worker serves as a liaison between home-school-community and promotes effective resource utilization and positive relations with various publics.

6.1 Effectively researches and utilizes community resources in addressing the needs of students and their families.

Sample Evidences

a. stays abreast of current information about community resources

b. confers and shares information with community agencies and private sector

c. identifies and documents needs not currently served in the school or in the community

d. makes appropriate referrals to community agencies

e. performs follow-up on referrals

6.2 Establishes, promotes and maintains positive relations with various publics.

Sample Evidences

a. initiates and maintains contacts with community agencies

b. develops effective communications with the various publics

c. works effectively as a team member within the school

d. establishes rapport which encourages staff consultations and referrals

e. advocates to assure that the students educational, social, emotional, and material needs are met

6.3 Serves as liaison between the home, school and community.

Sample Evidences

a. serves on interdisciplinary teams within the school system, such as student service and placement committees

b. serves on interagency committees

c. promotes mutual respect, understanding and support between school and home via parent conferences and home visits

d. translates and interprets various information for home, school and community persons

7.0 MAJOR FUNCTION: MANAGEMENT

The school social worker organizes time, resources and work load in order to meet responsibilities and maintains accurate case records and documentation.

7.1 Organizes time, resources, energy and workload in order to meet responsibilities.

Sample Evidences

a. plans daily activities

b. appropriately manages facilities, materials and equipment necessary to deliver school social work services

c. submits timely and accurate data and reports

d. uses established reporting procedures and channels

7.2 Maintains accurate case records and documentation.

Sample Evidences

a. makes and accepts referrals

b. provides follow-up and feedback

c. maintains adequate case records

d. documents information to substantiate circumstances relating to pertinent events

8.0 MAJOR FUNCTION: PROFESSIONAL PRACTICE AND DEVELOPMENT

The school social worker shows evidences of professional growth and development and adheres to a professional code of ethics.

8.1 Adheres to a professional social work code of ethics.

Sample Evidences

a. respects the dignity and worth of the students, staff, parents, recognizing their individual social, cultural and economic differences

b. demonstrates confidentiality in client relationships

c. interprets and adheres to laws related to rights of clients

8.2 Demonstrates effective communication and relationship skills.

Sample Evidences

a. presents ideas - in writing and orally - in a planned, orderly, and coherent manner

b. uses educationally relevant terms and avoids highly technical jargon unless such use is necessary and is accompanied by an explanation of the term

c. data are provided to back up professional judgment, and both are clearly distinguished

d. listens attentively to others as demonstrated through verbal behaviors such as acknowledging, reflecting, paraphrasing, summarizing, clarifying, and elaborating

e. sustains helping relationships by displaying respect, acceptance, empathy, genuineness, and warmth toward others

f. understands and works within one's role in the system and contributes to total efforts of school social work services, and the LEA by demonstrating such attributes as sharing, cooperation, and assuming responsibilities

8.3. Strives to develop professionally

Sample Evidences

a. upgrades professional knowledge and skills through research, reading, workshops, training sessions, conferences and courses

b. relates newly acquired knowledge to practice

SECTION IV - C

SUGGESTED DATA COLLECTION METHODS

BY COMPETENCY AREA FOR

SCHOOL SOCIAL WORKERS

SCHOOL SOCIAL WORKERS PERFORMANCE APPRAISAL:
SUGGESTED METHODS FOR COLLECTING DATA

Functions and Competencies	Sample Data Collection Methods
1.0 ASSESSMENT AND STUDENT NEEDS	
* 1.1 Gathers and records pertinent information to share with appropriate personnel.	.Interview with social worker .Review of pertinent family, cultural, developmental information .Review of information obtained from cumulative records
*1.2 Provides assessment services as appropriate for determining students with special needs. standards	.Examination of assessment instruments .Observations of assessment procedures .Interview with social worker
2.0 PROGRAM PLANNING AND EVALUATION	
2.1 Assists the school in planning programs that prevent/reduce/alleviate situations which may interfere with the learning process of students	.Review needs assessment information .Review written strategic plans of intervention .Observe social worker participation in research/ preventive programs
2.2 Provides input as requested into system-wide and departmental policy and planning decisions	.Interview social worker on current rules .Observations made of social worker during meetings .Observe social worker providing information to administrators
2.3 Assists as requested in the evaluation of departmental and system wide plans, policies	.Review of final reports .Observe oral presentations by social workers
3.0 DIRECT SERVICE	
*3.1 Employs appropriate social work methods in situations affecting the student's educational progress	.Interview with social worker to obtain feedback on appropriate methods used in working with students

Functions and Competencies	Sample Data Collection Methods
*3.2 Provides information about and facilities use of resources for meeting clothing, nutritional, housing, transportation and health needs	.Interview with social worker regarding appropriate resources
4.0 ADVOCACY	
4.1 Maintains an advocacy role to assure that the student's educational, social, emotional, and	.Review written documentation of needs .Review plan of action .Interview social worker
4.2 Advocates for students and parents in accordance with established laws, rules, and regulations	.Observation of social worker in due process situations
5.0 CONSULTATION/EDUCATION	
5.1 Consult with staff and teachers on school and student needs	.Observe social worker interaction with school staff .Feedback from teachers and students .Review written documentation .Interview with social worker
5.2 Collaborates with community agencies to provide for student needs	.Review shared information with social worker .Interview with social worker
5.3 Provides in-service experiences to teachers and staff	.Review plans designed for in-service .Interview social worker to determine objectives and ideas .Obtain feedback from training institutions regarding social worker performance
5.4 Supervises school social worker interns	.Review initial plans in preparation for intern .Interview social worker to determine objectives and ideas .Obtain feedback from training institutions regarding social worker performance

Functions and Competencies	Sample Data Collection Methods
6.0 COORDINATION/LAISION	
*6.1 Effectively researches and utilizes community resources in addressing the needs of students and their families	.Interview social worker regarding knowledge of community resources .Obtain feedback from targeted community agencies as appropriate
6.2 Establishes, promotes and maintains prositive relations with various publics	.Observe interaction with comminity agency representatives .Observe social worker as team member with other support personnel
*6.3 Serves as liaison between the home, school and community	.Observation of social worker effectiveness .Review of committee assignment and responsibilities .Interview social worker
7.0 MANAGEMENT	
7.1 Organizes time, resources, energy and workload in order to meet responsibilities	.Review of daily schedule .Review of reports .Any evidence to show duties performed in timely fashion
7.2 Maintains accurate case records and documentation	.Review of referrals .Review of social worker reords .Interview with social worker on case management procedures
8.0 PROFESSIONAL PRACTICE AND DEVELOPMENT	
8.1 Adheres to a professional social work code of ethics	.Review copy of social worker's written code of ethics .Interview with social worker to assure knowledge of code .Observations show evidence of adherence to laws of confidentiality

Functions and Competencies	Sample Data Collection Methods
8.2 Demonstrates effective communication and relationship skills	.Review written documentation showing coherent .Observe oral communication skills
8.3 Strives to develop professionally	.Evidence of participation in staff development .Attendance during professional association meetings .Enrollment in graduate courses or professional seminars .Published articles in professional journals

SECTION IV - D

PLAN FOR DEVELOPING

SAMPLE DATA COLLECTION FORMS AND CRITERIA

FOR SCHOOL SOCIAL WORKERS

Teacher Questionnaire

Date_____ Teacher's Name_____

Student's Name or Number_____ Classroom Subject_____

Please circle appropriate number for each question.

On a scale of one to five:	Very Poor				Very Good	Don't Know
1. How would you rate this student's self-confidence?	1	2	3	4	5	
2. How would you rate his/her self-control?	1	2	3	4	5	
3. Attendance?	1	2	3	4	5	
4. Willingness to listen and pay attention in class?	1	2	3	4	5	
5. Willingness to follow directions?	1	2	3	4	5	
6. Completion of assignments?	1	2	3	4	5	
7. Willingness to participate in class?	1	2	3	4	5	
8. Attitude toward school?	1	2	3	4	5	
9. Interaction with other students?	1	2	3	4	5	
10. Grades?	1	2	3	4	5	
11. State of physical health?	1	2	3	4	5	
12. Emotional state?	1	2	3	4	5	
13. Willingness to cooperate with you?	1	2	3	4	5	
14. Willingness to cooperate with peers?	1	2	3	4	5	

Please relate efforts you have tried which have a) succeeded and b) not succeeded.

Intake Assessment Summary

Today's date_____

School Social Worker_____

Client_____ Address_____ Phone_____

Referral Source: Student_____ Parent_____ Staff_____ School_____

PROBLEM AREAS: (indicate seriousness on scale of one to five where 1 = negative and 5 = positive extremes)	Source's Reason for Referral	Worker's Assessment: At Intake	Nov. 19__	Feb. 19__	At Closing
1. SCHOOL BEHAVIOR:					
Disruptive Behavior	___	___	___	___	___
Truancy-Class Cutting	___	___	___	___	___
Problem with Performance	___	___	___	___	___
Attitude toward School	___	___	___	___	___
Participation	___	___	___	___	___
Other (Specify) _____	___	___	___	___	
2. FAMILY RELATIONSHIPS:					
Child-Parent Conflict	___	___	___	___	___
Sibling Conflict	___	___	___	___	___
Pregnancy-parenthood	___	___	___	___	___
Sexual/Physical Abuse	___	___	___	___	___
Poverty	___	___	___	___	___
Disorganization	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
3. PEER RELATIONS:					
Isolated/Withdrawn	___	___	___	___	___
Aggressive/Conflictual	___	___	___	___	___
Influenced by Neg. Peer Pressure	___	___	___	___	
Social Skills	___	___	___	___	___
Other (Specify)____					
4. COMMUNITY RELATIONS:					
Police Contact	___	___	___	___	___
Gang Involvement	___	___	___	___	___
Probation	___	___	___	___	___
Employment Problems	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
5. PERSONALITY PROBLEMS:					
Adolescent Stress	___	___	___	___	___
Anxiety/Depression	___	___	___	___	___
Immature Personality	___	___	___	___	___
Borderline Psychotic	___	___	___	___	___
Psychotic	___	___	___	___	___
Retarded	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
6. ATTITUDE TOWARD SELF:					
Drug/Alcohol Abuse	___	___	___	___	___
Self-Esteem	___	___	___	___	___
Self-Insight	___	___	___	___	___
Attitude toward Treatment	___	___	___	___	___
Hope for Future	___	___	___	___	___
Trust of Adults	___	___	___	___	___
Constructive Communication of Needs/Problems/Feelings	___	___	___	___	___
Other (Specify)_____	___	___	___	___	
7. If referral is not due to problems listed above, list reason	___	___	___	___	___

(School District Name)

Social Development Study Report

Date_____

Student's Legal Name_____ Date of Birth_____

Home School_____ Legal Guardian_____

Referred by_____ Date_____

Type of Referral: _____New referral _____Reevaluation

Reason for Referral: (Specify)

Information Sources (STATE DATE(s))

Child Observation

_____classroom(s)
_____playground
_____lunchroom
_____home

Child Interview(s)

_____formal
_____informal
_____other (specify)

Family Interview(s)

_____Mother
_____Father
_____Legal Guardian
_____Other family members
_____Community agency personnel (specify agencies)

School Personnel Interviews

a. Teacher(s)

_____current
_____previous

b. Other staff

_____principal
_____pupil personnel service staff
_____aides
_____secretarial staff
_____lunchroom staff
_____custodial staff

Family Interviews Occurred

_____home
_____school
_____work location
_____community agency
_____other (specify)

Existing Records Reviewed

_____regular education files
_____special education files
_____health/medical records
_____community agency (specify)

Assessment Instrument(s) Administered
(list those administered by the school social worker)

Request for School Social Work Services

Student Name_____ Birthdate_____

School_____ Grade_____ Teacher_____

Address_____ Home Phone_____ ___Unlisted

Mother_____ Employed by_____ Phone_____

Father_____ Employed by_____ Phone_____

Siblings (names, ages, grades)_____

Reason for request_____
(your major concern)

Specific behaviors/concerns evidencing need for service. (Give examples)

Please list all methods of remediation attempted.

Have the parents been contacted regarding the problems?

____/_____
yes / no parent reaction

Please state covenient times for a conference_____

Services Requested by:_____
Name Position

_____ _____
Principal's Signature Date

Family Statistics

Language(s) spoken in the home: _____English _____Other (Specify)_____

Parents:

Marital Status: Single_____ Divorced_____ Married_____ Widowed_____ Remarried_____ Separated_____

Father:_____D.O.B._____

Address:_____

Phone:_____

Birthplace:_____

Employer:_____

Occupation:_____

Age:_____Health_____

Highest Grade Completed_____

Mother:_____D.O.B._____

Address:_____

Phone:_____

Birthplace:_____

Employer:_____

Occupation:_____

Age:_____Health_____

Highest Grade Completed_____

Siblings: Age Grade School/Occupation

Others in Home:_____

Both Parents in Home: _____Yes _____No

Other Caretakers:_____

FINDINGS

Parent's/Guardian's Perception of Issue/Problem

Child's Perception of Issue/Problem

ignificant Data from Records Reviewed

Significant Health and Developmental Data

Adaptive Behavior

Student Weaknesses/Needs

Student Strengths

Needs/Recommendations

School Social Worker's Signature Date

School Social Work Monthly Statistical Report

Building_____

District_____

Worker_____ Month_____ Region_____

A. Number of days this building/district/region received school social work services this month_____

B. NUMBER SERVED

		Number	
		Current Month	Year To Date
1. New students served — casework	Sp. Ed		
	Regular		
2. New students served — consultation	Sp. Ed		
	Regular		
3. New students served — groups	Sp. Ed		
	Regular		
4. New parents served — casework	Sp. Ed		
	Regular		
5. New parents served — groups	Sp. Ed		
	Regular		
6. New students awaiting service	Sp. Ed		
	Regular		
7. Cases closed	Sp. Ed		
	Regular		

C. SERVICES PROVIDED

	Number	
	Current Month	Year To Date
1. Child interviews		
2. Family interviews		
3. Staffings		
4. Classroom observations		
5. Student group meetings		
6. Parent group meetings		
7. Agency contacts		
8. Supervisory conferences		
9. Staff meetings		
10. Social developmental studies conducted		
11. Consultations		
12. Referral meetings attended		

D. SERVICE NEED	Number Current Month	Year To Date
1. Suspected pregnancy		
2. Suspected child abuse		
3. Divorce		
4. In-class behavior		
5. Outside-class behavior		
6. Runaway		
7. Attendance		
8. Academics		
9. Peer relationships		
10. Student/teacher relationships		
11. Self-esteem		
12. Family dynamics		
13 Student substance abuse		
14. Family substance abuse		
15. Death in the family		
16. Suicide		
17. Depression		
18. Race relations		
19. Criminal behavior		
20. Other (specify)		

E. AMOUNT OF SERVICE PROVIDED	Number Current Month	Year To Date
1. Teacher meeting, school board, PTA, etc.		
2. Inservice presenter		
3. Inservice attendance		

4.	Report writing, statistical recording/tabulating, report reading from other agencies	_____	_____
5.	Direct services	_____	_____
6.	Indirect services	_____	_____
7.	Professional Reading	_____	_____
8.	Other (specify)	_____	_____
9.	Professional organization meetings (IASSW,NASW,CEC,etc.)	_____	_____
10.	Overtime worked this month	_____	_____
11.	Number of individual schools serviced this month	_____	_____

F. COMMENTS AND CONCERNS

1. Special projects currently being planned or already in process:

2. Greatest disappointment this month:

3. Most significant achievement this month:

4. I would like to discuss the following with you:

End of Year School Social Work Case Summary

School Year 19___ — 19___

Name:_____ Date of Birth:_____

School:_____ Grade:_____ Period Covered:_____

Reason for Referral:

Summary of School Social Work Service Plan and Progress:

Recommendations:

_____

School Social Worker